The effect of change on teachers' emotions and identity in a tertiary college in the Middle East

Submitted by Julie Ann Richards MBE
to the University of Exeter
as a thesis for the degree of
Doctor of Education in Education

December 2017

I certify that all material in this thesis which is not my own work has been identified and that no material has previously been submitted and approved for the award of a degree by this or any other University.

(Signature) ……

Abstract

This study is set in a further education setting in the United Arab Emirates (UAE). It aims to deepen understanding of the effect of educational change on teachers' emotions, to explore the various ways that teachers respond to change, and to uncover whether, and in what ways, teachers renegotiate their identities in response to change. This study is set against a background of significant educational change in the UAE during the past 30 years. The research institution is a tertiary college preparing Emirati students for Bachelor's degrees in a range of technical and vocational courses. Highly qualified and experienced teachers are recruited globally and are of diverse nationalities. The study uses a sample of six mid-career expatriate teachers who have been teaching in the research institution for more than five years. Data is collected over a six-month period through semi-structured interviews and documentary evidence from the research institution. The main findings demonstrate that teachers appraise change and respond emotionally in various ways depending on its congruence with their professional beliefs. The significance of this study is that it identifies how agentic teachers are able to develop and transform their identities through boundary experiences.

LIST OF CONTENTS

List of tables

List of Abbreviations

CELTA – Certificate of Teaching English to Speakers of Other Languages
CSE – Certificate of Secondary Education
DELTA – Diploma in English Language Teaching to Adults
EFL – English as a Foreign Language
GCSE – General Certificate of Secondary Education
IELTS – International English Language Testing System
LBD – Learning by Doing
MEC – Middle East Colleges
PD – Professional Development
PGCE – Post Graduate Certificate in Education
TESOL – Teaching English to Speakers of Other Languages

Appendices

ACKNOWLEDGEMENTS

I would like to thank my thesis supervisors, Professor Vivienne Baumfield, Dr Nadine Schaefer and Dr Anthony Wilson for their invaluable advice, support and guidance throughout the research process.

I am indebted to my friend and colleague, Julie Bauld Wallace who supported me during my research and for the time she spent proof-reading the drafts and final document.

I am extremely grateful to my participants who gave so much of their time to share their fascinating perceptions and experiences with me.

I thank my family, in particular my children, David and Catherine, for their patience and tolerance during those absent hours when I was studying and writing. Finally, I thank my husband Clive for his unwavering support and encouragement, and for always believing that I would finish this thesis.

CHAPTER 1 - INTRODUCTION

The purpose of this study is to gain insight and understanding into how educational change affects teachers' emotions and professional identities in a further education college in the Middle East. I adopt a phenomenological approach and thematic analysis which enables me to explore the factors affecting my colleagues' emotions and professional identities.

My interest in this topic has been influenced by my experiences of being a teacher involved in constant change throughout my career, and by witnessing the varying emotions expressed by teachers in response to change. In recent years I have become increasingly aware of the effect that change and emotions have had on my own professional identity negotiation. I therefore felt the need to portray and analyse some of the challenges, struggles and frustrations that teachers have encountered in my specific context in a higher education institution, as well as the positive experiences which have led to professional and personal growth. This study gives voice to the often-unheard voices of teachers who are frequently marginalised by top-down mandated initiatives in the educational sectors (Fink, 2003; Hargreaves, 2004), to hear their accomplishments and frustrations, and to perhaps identify with them. It is intended that the descriptions of my participants will be of interest to researchers, other teachers, educational managers and leaders, teacher educators and interested readers who will gain further insight into this topic.

My study is informed by the work of several authors. Andy Hargreaves (1994; 1998; 2001; 2004; 2006) has written extensively on topics associated with educational reform including its effect on teachers' emotions and identity. Much of his research resonates strongly with my own experiences and interpretations.

I have also been influenced by the work of Michalinos Zembylas (2003a, b, c, d; 2004; 2007) who acknowledges that emotions are at the epicentre of teachers' work and that emotions play a key role in the construction of identity. His post-structuralist perspective conceptualises emotions as discursive practices and interwoven with issues of power, identity and resistance in teaching (Zembylas, 2003a). Emotions therefore have a social and political dimension and I recognise that these come to the fore in times of change.

Zembylas' (2003b) view that emotions are constructed through social interaction and context aligns with my own conceptualisation. This study is underpinned by a constructionist epistemology (Burr, 1995) which suggests that there is no objective truth to be discovered, but that meaning of various phenomena is constructed through engagement with life experiences and situations (Crotty, 1998). I believe that a person's experience is an active process of interpretation rather than a passive apprehension of the physical world, and this study explores how my participants have constructed meaning surrounding educational change and may transform their identities through these interpretations of life experiences and situations.

This thesis is situated at the centre of a number of contradictory discourses and my aim is to contribute to the significant body of literature by positioning myself within the debate regarding educational reform, emotions and identity transformation. The last three decades of educational reform which can be witnessed globally have generated debate in a substantial literature which focusses on change and its effects on teachers. An important focus of this and central to this study is the growing body of theoretical and empirical research on the effect of change on emotions and identity. This study aims to contribute to this body of literature by exploring change in a specific context.

My main research question is:

How are teacher's emotions and identities affected by educational change?

The following sub-questions will be answered:

a. What is the effect of change on teachers' emotions?
b. In what ways do teachers respond to change?
c. How do teachers interpret their identities?
d. What factors and experiences affect teachers' understanding of identity negotiation?

The following section provides the background to this study. I begin by drawing on the literature on educational change, identity and emotions to provide relevant background of significance to the research questions. Secondly, I give a personal account of my own journey as a teacher and how I arrived in my current context. Finally, I describe the Middle Eastern context and the research institution in more detail.

1.1 Global educational change

According to Reio (2005) change is one of the most striking features of today's organisations and is caused largely by external pressures from increasing competition, technological developments, globalisation, government and local policy. Organisations and individuals often need to respond rapidly. There is a vast amount of literature on change, much of which is beyond the scope of this thesis. However, it is necessary to provide a brief overview of current debate and the main features of change which affects teachers as professionals and in particular where research on change has been linked to emotions and identity.

Much of the debate in the literature surrounding change relates to large scale external mandated reforms which are often political in intent (e.g. Apple, 2004; Ball, 2003; Day, 2002; Hargreaves and Goodson, 2006). The 'modernisation' of education has been the result of the neo-liberal restructuring of schools and increasing intervention through New Public Management (Hall et al., 2012). The central notion is a global trend of managerialism and marketisation (Chan and Mok, 1999; Hirst and Vadeboncouer, 2006; Shain and Gleeson, 1999; Stevenson and Wood, 2013). The former introduces into education 'the organisational forms, technologies, management practices and values more commonly found in the private business sector' (Brehony, 2005), and the latter privileges discourse about choice and competition (Blackmore, 2004).

Whilst there are some variations, the underlying purposes of these reforms in Westernised post-industrialised countries as summarised by Carter & O'Neill (1995) cited in Ball (2010:122) are:

> *(1) Improving national economics by tightening the connection between schooling, employment, productivity and trade.*
>
> *(2) Enhancing student outcomes in employment-related skills and competencies.*
>
> *(3) Attaining more direct control over curriculum content and assessment.*
>
> *(4) Reducing the costs to government of education.*
>
> *(5) Increasing community input to education by more direct involvement in school decision making and pressure of market choice.*

Emerging from the literature is the associated rhetoric around standards, accountability, compliance, competency, targets, performance, efficiency, effectiveness, inspection, scrutiny, data, audit, outcomes, control and policy to name but a few. Three decades of educational change have had major implications on teachers' work and the literature presents a multidimensional and complex view of change of which teachers are largely the recipients (Hargreaves, 2006; Fink, 2003). I will elaborate on the two changes which are most pertinent to this study: increased performativity and the intensification of teachers' work.

Performativity is described by Ball (2003:216) as 'a technology, a culture and a mode of regulation that employs judgements, comparisons and displays as means of incentive, control, attrition and change based on rewards and sanctions'. This sense of regulation pervades education globally with the effect of reducing teacher autonomy, although higher education in the UK for example, has retained more autonomy than schools (Lucas and Nasta, 2010). A possible effect of this 'invasion of autonomy' is to suffocate initiatives and innovation (Chan and Mok, 1999:2). There is increased regulation throughout the profession which has led to an emphasis on surveillance through performance management and a rigorous and often punitive inspection system (Day, 2007; Wilkins et al., 2012). As a result, there has been considerable research in recent decades which has focused specifically on the intensified regulatory framework and its profound effect on teachers (eg. Day et al. 2006; Jeffery and Woods, 1996; Sachs 2003). Many of the effects are encapsulated in Ball's (2003) paper entitled 'The Teacher's Soul and the Terrors of Performativity'.

Performativity and other changes have undoubtedly led to the intensification of teacher's work. Put simply, intensification means an increase in the amount of work that a teacher is required to do. This often distracts teachers from their core activity of teaching and causes de-skilling and de-professionalisation as teachers become more dependent on externally produced materials and expertise (Ballet et al. 2006; Blackmore, 2004; Hargreaves, 1994; Shain and Gleeson, 1999). It leads to reduced time for relaxation and reskilling, work overload and reduction in the quality of service (Troman and Woods, 2000) and affects the ethic of care in teaching which has become a neglected, expendable or contested commodity (O'Connor, 2008; Shacklock, 1998). Empirical research provides evidence of work overload (eg. Day and Leitch, 2001; van Veen et al., 2005) and demonstrates that teaching is now considered to be a

profession highly vulnerable to stress and symptoms of burnout (Evers et al., 2002; Naring et al., 2006; Troman and Woods, 2000; Zhang and Zhu, 2008).

1.2 Teacher identity

Beijaard et al., (2004) state that teacher professional identity has emerged as a separate research area. Within this body of research the debate surrounding teacher identity is controversial and contentious and the literature includes numerous diverse definitions (Beauchamp and Thomas, 2009; Fina, 2006). There is acknowledgement that professional identities are often intertwined with personal identities (Nias, 1996; van Veen et al., 2005) but are distinct from role (Day and Kington, 2008; O'Connor, 2008). This study explores postmodern conceptualisations which assert that identity is dynamic, incomplete and continually negotiated (e.g. Darby, 2008; Day et al., 2006; Gee, 2001; Kelchtermans, 2005; Lasky, 2005; Zembylas, 2003b). There is also recognition that identity is multiple, fragmented and multi-dimensional (e.g. Cooper and Olson, 1996; Rodgers and Scott, 2008; Sachs, 2001) and can be linked to multi-membership of communities (Wenger, 1998). Researchers have attempted to classify identities in different ways. For example, Day and Kington (2008) recognise three dimensions: professional, situated or socially located and personal. Gee (2001) classifies four: nature-identity, institution-identity; discourse-identity and affinity-identity. However, both studies acknowledge the 'multifaceted nature of identity and its changing shape in terms of external influences' (Beauchamp and Thomas, 2009:17).

Empirical research has shown that when faced with changes or workplace demands that are not in harmony with their personal and professional beliefs, teachers face friction and conflict in their identity (Achinstein, 2002; Beijaard et al., 2004). It is these conflicts and the resulting unstable or negative emotional response associated with change that can often stimulate a reevaluation and renegotiation of identity (Day and Kington, 2008; Kim and Greene, 2011).

There is a growing body of literature that discusses how the actions of the individuals have a significant influence on how they construct and negotiate their identities (Battey and Franke, 2008) This is not to say that teachers' identity transformation is always an individual activity and Wenger refers to teachers' engagement in communities of practice in which there is 'active involvement in mutual processes of negotiation of

meaning' (Wenger, 1998:173). Through participation in social practice, identity shapes how one participates, and how one participates shapes identity (Lave and Wenger, 1991). Such communities are not necessarily collaborative or harmonious environments, but each member of a community negotiates 'ways of being a person in that context' (Wenger, 1998: 149). Achinstein (2002) argues that rather than being problematic, the disharmony and conflict that arises in learning communities lead to growth and renewal, and that conflict encourages teachers to engage in critical reflection which helps reshape teachers' thinking and practice.

1.3 Emotion Research

The topic of emotions in educational research has attracted increasing interest during the past three decades (Keller et al., 2014; Lee and Yin, 2011). Relevant to this study is the growing body of research on the impact of change on teachers' emotions (e.g. Kelchtermans, 2005; Schmidt and Datnow, 2005; van Veen et al., 2005). There is less evidence of research into the relationship between emotions and identity construction and transformation although empirical studies indicate that understanding emotions is fundamental to understanding identity (e.g. Geijsel and Meijers, 2005; Shapiro, 2010; Zembylas, 2003d). Of particular relevance to this study is a special issue in Teaching and Teacher Education (2005) which aims to:

> *'incorporate several different theoretical approaches in the study of teachers' emotions, to contribute to a more complex understanding of the ways teachers experience their work, especially in a context of reforms, and how their working conditions affect their professional identity' (van Veen and Lasky, 2005:896).*

Of the five papers in this special issue, three are highly applicable to this study. Lasky's (2005) sociocultural study gives primacy to the emotion of 'vulnerability', triggered by critical incidents in a reform context. Schmidt and Datnow (2005) examine emotions which took place during a particular change episode and van Veen et al. (2005) explore one teacher's identity, emotion and commitment to change. These, and other similar empirical studies (e.g. Darby, 2008; Day and Kington, 2008; Hebson et al., 2007; Lee and Yin, 2011), adopt different theoretical approaches and focus on a variety of change contexts which have informed my own considerations of a suitable approach for this study. I review the work of Lazarus (1991) and explore his theory of primary appraisal during which teachers judge an event according to its relevance to

them and its congruence to their goals and beliefs, and secondary appraisal during which they evaluate their coping potential. I also discuss his classification of emotions using core-relational themes and explain why I have chosen to adopt his framework in this study to explore the emotions described by my participants.

The literature acknowledges both positive and negative emotions in response to change, and a growing notion that negative emotions should not always be perceived as obstacles since they can force people to reevaluate their beliefs (Meijers, 2003). Day and Kington (2008) assert that negative emotions can lead to coping strategies, and Reio (2005) suggests that negative emotions and vulnerability can lead teachers to take risks, and move forward. Although there is evidence that emotions and identity are intertwined in contexts of change, the precise nature of this relationship requires further exploration.

This section has provided a brief introduction to the context and an acknowledgement of previous work related to my research questions; however, it does not explain how this study came about. As a teacher who has lived and worked through the past 30 years of change in education, I feel it is relevant to present some background information about myself and how I came to undertake this research.

1.4 My Background

This study is partly inspired by my own experiences of educational change in different contexts. Therefore, I begin with a personal account of my experiences as a teacher, and discuss how this research has emerged from years of experience and observations of my colleagues in various educational arenas.

I had always known from an early age that I wanted to teach. After completing my bachelor's degree in Geography followed by a PGCE, I sensed that I was destined to spend much of my working life in the classroom. I began my teaching career in 1984 in the UK as a secondary school Geography teacher. Soon after, the large-scale reforms in education began. GCSEs were introduced in 1986, replacing and merging the previous O Level and CSE systems (GCSEs, 2011). As a consequence of the Education Reform Act of 1988, the implementation of the National Curriculum of England and Wales in Primary and Secondary schools led to a plethora of initiatives revolutionising teachers' work (Wilkins, 2011) and installed a more rigid and

prescriptive framework of standardisation, centralisation, and vocationalisation than had previously been the case (Maisuria, 2005). In 1992, a rigorous and robust inspection process conducted by an agency of central government was introduced (Rosenthal, 2004). This was accompanied by the 'marketisation' of education and the publication of league tables to facilitate parental choice. These reforms, and numerous others, led to the intensification of teachers' work, coupled with less autonomy and increased monitoring and accountability of the profession due to performativity (Ball, 2003). It is now accepted that ongoing educational change has become a facet of teachers' professional lives (Vahasantanen, 2015) and there were times during my early career when I wondered whether I was ever going to experience at least a measure of consistency and control over my practice.

One wet and windy day in 1994, increasingly disillusioned with both the education system and the English weather, I responded to a small advertisement in the Times Educational Supplement and applied for a teaching post in the United Arab Emirates (UAE). Some weeks later, after a brief telephone interview, I landed just after dawn at the international airport on the outskirts of Abu Dhabi to sand, palm trees and a searing 45 degree heat. I have lived and worked in the UAE ever since.

I began expatriate life on a one year contract teaching humanities and English language in a small secondary school. Three years later I decided to move full-time into English language teaching and studied for a Diploma in Teaching English to Speakers of Other Languages (TESOL). I had also gained some experience of teaching adults through part-time work with the British Council and I decided to apply for positions in further and higher education. In 1997, I joined a technical college for women, and transferred to an affiliated college for men in 2009. The latter is the research institution in which this study is conducted. Since my arrival in the UAE, education globally has been revolutionalised by technology. In addition, in this Middle Eastern context the rapid growth and economic development of the region has led to social and cultural change during its transition from a traditional to a modern society. It has also been influenced, to an extent, by the global trend of marketisation and managerialism. The context is described in more detail in the following section.

1.5 The Research Context

The UAE was established as a federal state in 1971. Since then, it has been 'transformed from a collection of materially poor and sparsely populated tribal homelands with no formal education system to a politically, economically and technologically sophisticated federation of seven states' (Findlow, 2006:23). The UAE, greatly helped by the income derived from oil, has shown its determination to adapt as quickly as possible to contemporary conditions (Zahlan, 1978:xviii).

When I arrived in 1994, the population of the UAE was around 2.2 million; today it is over 9 million (Population and Demographic Mix, 2017) which is indicative of the phenomenal growth and development of the region. However, Emiratis make up only 11% of that total and Fox (2007:2) asserts that it is therefore imperative that UAE citizens 'attain high levels of education in order to provide leadership for the country's future and a talented workforce for its growing economy'. The country has an ambitious Emiratisation program to create sustainable employment opportunities for UAE nationals (Emiratisation in Abu Dhabi, 2016).

The UAE's constitution, in recognising the role of education in national development, pledges that education is provided free of charge to all nationals at all levels (Wilkins, 2010). The four original pillars of policy for public higher education state that:

- The UAE would build and operate its own universities, separated by gender
- A qualified mostly international faculty would be employed
- Instruction would be in English
- Education would be for all qualified Emiratis, and would include women (Fox, 2007).

These policies are still generally in evidence today.

The Middle East Colleges (MEC) were founded in the 1990s with the aid of western educational consultants and seventeen institutions throughout the UAE provide tertiary education for Arab nationals. Separate colleges for men and women are located in major cities but serve the needs of a wide geographical area. The mission of MEC is to deliver applied and vocationally focused programmes that achieve national and international standards at the Diploma, Bachelor and Masters levels.

All courses are delivered through English medium except Arabic language and Islamic Studies. A course in Emirati Studies has recently been introduced linked to a drive to retain a national and cultural identity. In keeping with the cultural norms of the UAE, MEC started with a vision to provide separate male and female campuses. However, in recent years some male campuses have female classrooms and laboratories in order to maximize resources and to offer higher quality and equal learning opportunities.

A central office is responsible for issues such as policy and planning, recruitment and finance. Academic programmes are led by Deans who coordinate curriculum delivery across all colleges. Diploma, Bachelor and Masters programmes are delivered in a range of technical and vocational fields related to business, IT, engineering, education, graphic arts, avionics and health sciences. The vast majority of faculty are expatriates from diverse nationalities recruited globally and qualified in their respective fields at Masters level or above. Some hold additional teaching qualifications. All students are Emirati and almost exclusively native Arabic speakers. Prior to 2012, English language was taught in preparation for an IELTS qualification. This has been replaced by a suite of Liberal Studies courses delivered by English language teachers. Technology is embedded in teaching and learning, all students and faculty being equipped with laptops and/or iPads. Many also supplement these with other mobile devices and all colleges are wireless. There is a very high level of resource funding which has enabled the college to be at the forefront of technological initiatives.

The research institution currently has approximately 3000 students. These are high school graduates aged 17 plus and include mature students. This study is undertaken in the General Studies department which consists of 24 teachers, 13 males and 11 females. The majority are native English speakers originating from the USA, UK, Canada, New Zealand and Australia, others being bi-lingual teachers from Syria, Egypt and Jordan.

1.6 My perception of change in the research institution

Whilst this study has been prompted partly by my experience of change in the research institution, the changes that have taken place have not, until recently, been as extreme or as invasive in teaching and learning activities as those described in much of the literature on change. During the past 20 years, most of the changes have been related

to developments and progress in technology. In the 1990s computer-based learning was very much in evidence and the college used a software platform for online course delivery. In 1994 an Independent Learning Centre was established as part of the strategy to engage students in computer-based online learning environments (Waters and Delahunty, 2013). One-to-one laptops were introduced in 2001, when the college became fully wireless. iPads were introduced in the Foundations Programme in 2012 and the college has been at the cutting edge of technology use in teaching and learning. For the past two years the college has operated a 'bring your own device' system; all courses have an online component and the vast majority of assessment is online. The college aims to provide paperless learning environments for all students.

Other changes during the past 10 years have related to the colleges' goal to attain accreditation by recognised external bodies. This has necessitated certain changes to curriculum and assessment in order to benchmark against international standards, and development of new courses. The change which had the most significant effect on teachers in the English department was the decision to phase out the assessment of students through IELTS and to deliver a suite of Liberal Studies courses in subjects such as Critical Thinking, Sport and Leisure, Global Studies and Art Appreciation for accreditation purposes.

Although these changes relating to technological innovations and the introduction of new courses were mandated by the college leadership, my perception has been that teachers were often given a very high level of autonomy on decisions about course content, teaching strategies and assessment. For example, although there was usually support from external expertise when new software or hardware was introduced, staff in the Educational Technology department and teachers themselves were often heavily invested in self-development or creating and delivering training materials for colleagues on how these would support teaching and learning. Similarly, when new courses were created, teams of teachers had a large measure of choice over teaching content and materials providing these aligned with course outcomes and assessment strategies. This autonomous decision making has tended to characterise change in the research institution since it was established in 1988.

In 2015, a new college leadership was announced and since that time there has been a noticeable difference in how change is managed. Increasingly, new initiatives are

announced without preamble and often suddenly. Changes are almost exclusively top-down and a plethora of policies and procedures appear with regularity in our inboxes. Much is introduced without consultation and permeates all areas of the college including human resources, premises and facilities, hardware, software, curriculum and assessment. Two recent examples include the decision to remove all teachers' computers and printers from classrooms, and for all texts to be replaced by eTexts. While teachers perceive and understand the economic rationale behind such decisions, these sudden changes undoubtedly impact on how teachers operate in the classroom and inevitably affect the quality of teaching and learning. A longer lead in time for the removal of hardware and introduction of eTexts would have been preferable to allow teachers time to plan for the practical and pedagogical changes surrounding such decisions.

Similar changes to those outlined above, described in more detail by my participants, form the core of the data in this thesis. Teachers' perceptions of the changes they describe and their effect on emotions and identity hinge on these changes.

1.7 Structure of the thesis

The purpose of this introductory chapter is to set the context for the study. In chapter two I embark on my review of literature which has informed my thinking and analysis. I review theoretical and empirical studies on teacher identity, emotion and educational reform and discuss how these concepts are interconnected. Firstly, I discuss how identity is conceptualised as dynamic, multiple and fragmented and remains a site of conflict. I then discuss how emotions have been conceptualised and interpreted in a growing debate. Finally, I review the extensive literature on educational reform.

In Chapter 3 I describe the methodology that has informed my study. I provide my rationale, aims, objectives, the guiding research questions for the inquiry and reflect on my own position as an insider researcher. This chapter includes an explanation of my strategic approach to research planning which entails an exploration of my ontological and epistemological assumptions. My research sits within the interpretivist paradigm and I explain why I have elected to adopt phenomenological approach. Following this I describe the qualitative methods used to answer my research questions including the sampling strategy and choice of participants. Finally, I outline the process of data gathering through semi-structured interviews, and thematic

analysis using NVivo software.

My research findings are presented in Chapter 4. The data was analysed using a thematic approach. My findings are organised by answering each research question in turn using descriptions from participants and my own commentary.

Chapter 5 discusses the findings in the light of other empirical and theoretical work. It begins with an exploration of the effect of change on the emotion work of teachers in the research institution. I then analysis of the effect of change on teachers emotions applying Lazarus' (1991) theory of emotion and discuss how I have used Lazarus' core-relational themes to categorise the range of different emotions expressed by teachers. Finally, I discuss the various coping strategies that teacher's adopt to deal with their emotions.

In concluding my thesis in Chapter 6, I revisit the aims and implications of the study. I discuss the outcomes of my research and identify ways in which the institution could respond to the effects of change on teachers, teaching and learning. In reflecting on my research, I acknowledge certain limitations and make recommendations for future study. My final thoughts provide an opportunity to reflect on how my own beliefs and assumptions have been influenced during the research process.

CHAPTER 2 – LITERATURE REVIEW

2.1 Introduction

This thesis aims to explore how teachers perceive their emotional responses to various changes in their working lives. It allows my participants to give voice to their emotions and to consider the effect of change on themselves as professionals. It also aims to draw attention to how teachers perceive the effect of their emotional responses on their professional identity. This chapter identifies and reviews relevant literature which provides the background to my research. However, my aim was to keep an open mind in terms of findings and therefore I have carried out further reading as issues have emerged during data analysis.

I begin by discussing the ongoing debate concerning the nature and interpretation of identity. I focus on the current understandings of professional and personal identities, themes which are interpreted in the literature as being somewhat separate and conflicting, and at other times closely linked and interrelated. It is necessary to understand how these have been conceptualised by various authors as this has informed and shaped my own understanding of identity. Furthermore, having examined professional and personal identities as concepts, there is a need to scrutinise the notion of teacher professional identity and which has emerged as a separate research area (Beijaard et al., 2004). Research suggests that teachers' personal and professional identities are often interlinked because of the overwhelming evidence that teaching 'demands significant personal investment' (Day et al., 2006:603) and that teachers often get 'deeply personally involved in their work' (van Veen et al., 2005:918). I will provide a detailed justification for my own conceptualisation of teacher identity as used in this study, which acknowledges that teachers 'invest their 'selves' in their work, often so closely merging their sense of personal and professional identity' (Nias, 1996:297). I will also explain why I have come to align with a postmodern view of identity in which I see identity as a dynamic process which is constantly reconfigured. I have come to hold this view by acknowledging the multiplicity of emotions, responses and beliefs that I have as a teacher and which are constantly reformed and reframed in changing contexts and events in my working life. A justification of my conceptualisation is important in order to avoid misinterpretations caused by various conflicting and ambiguous understandings of this concept frequently alluded to in the research literature.

Research stresses that emotions are an 'influential factor in teachers' approaches to their professional lives and to their identities' (Beauchamp and Thomas; 2009), and emotions play a key role in identity construction (Geijsel and Meijers, 2005; Zembylas, 2003b). Shapiro (2010) suggests that emotional identity is fundamental to our understanding of professional identity and thus a closer investigation of emotions is required in this study to provide a more complete understanding of teacher identity. I explore various conceptualisations of emotions, and then refine my discussion by focusing on emotions within the professional context of teaching. I review the research which has studied teacher identity through the lens of emotions and how emotions are affected in a context of change. I conceptualise educational change and as research in this area is extremely broad, I limit my review to studies which have investigated the effect of change on emotions and professional identity whilst acknowledging that this is only one aspect of teachers' professional practice which is affected by change. The final section refers to current research literature which draws together these three strands and uncovers the relationship between emotions and identity in a reform context.

2.2 Teacher Identity

Evident in the literature is a theoretical debate concerning the nature and interpretation of teacher identity. There is general agreement that the study of teacher identity has recently gained increasing prominence with a growing body of literature based on empirical research on teacher's professional lives (Akkerman and Meijer, 2011; Clarke, 2009; Day et al., 2006; Sachs, 2001; Varghese et al., 2005; Zembylas, 2003). However, the notion of identity appears to be problematic and contestable with contradictions and tensions in its definitions and there continues to be considerable debate surrounding the precise nature of teacher identity (Anspal et al., 2011; Beauchamp and Thomas, 2009).

This section discusses how teacher identity has been defined, theorised and interpreted in current research, and clarifies how identity will be conceptualised in this study. I begin by engaging with the key debates which have shaped current perceptions.

2.2.3 Defining identity in current research

An important starting point is to discuss and clarify the different terms adopted in research on teacher identity because the distinction is unclear in much of the literature (Beauchamp and Thomas, 2009). Some authors refer exclusively to teacher identity (Akkerman et al., 2011, Atkinson, 2004; Clarke, 2009; Cooper and Olson, 1996; Zembylas, 2003a); however, within the field of education research many authors use an array of terms such as identity, self, personal identity, professional identity and self-understanding seemingly interchangeably (Nias, 1996; O'Connor, 2008; Wilkins et al., 2012).

Sachs (2001:153) explains that an orthodox use of the term professional identity is used to refer to a set of externally ascribed attributes and values 'that are imposed upon the teaching profession either by outsiders or members of the teaching fraternity itself'. However, there is little evidence of the term being used in this restricted sense in current literature. Keltchtermans (2005) uses the term 'teacher self-understanding' in an attempt to avoid the static essence encapsulated by the word identity and this has since been adopted by others (Darby, 2008). However, on examination there appears to be considerable conceptual overlap between Keltchterman's notion of self-understanding and postmodern conceptualisations of identity.

There is widespread acknowledgement of the relationship between personal and professional identity. For example, Nias (1996) observes that teachers closely merge their sense of professional and personal identity, while van Veen et al., (2005) recognise that teachers often get personally involved in their work. This is supported by Day et al. (2006:603) who assert that there is 'overwhelming evidence that teaching demands significant personal investment' and that there is an unavoidable interrelationship between professional and personal identities.

However, in acknowledging this relationship, Day and Kington (2008) caution that the professional aspect of identity should not be confused with role. This is supported by O'Connor (2008:118) who asserts that whereas 'the concept of role refers to the socially and culturally determined nature and commonly held expectations of an individual's professional self, the idea of identity refers to the means by which individuals reflexively and emotionally negotiate their own subjectivity'. This study therefore acknowledges that there is a distinction between a teacher's *role* and a

teacher's *identity*, whilst acknowledging that the two are interrelated.

By reflecting on my own experiences and observations of colleagues I have come to recognise that personal beliefs, understandings and experiences play a vital role in how we act as professionals. As a result, in this study I conceptualise teacher identity as merging both the personal and professional selves. I use the term 'teacher identity' to encompass both the personal and professional aspects of a teacher's identity. This study is therefore underpinned by the belief that personal and professional identities are inextricably linked and I align with the views of Keltchtermans (2009:259) that 'a teacher's self-understanding is of key importance in the scholarship of teaching, because so much of who we are influences what and how we teach'. It is the intention of this thesis to explore my participants' descriptions of their experiences of change and to find out how they respond emotionally. In doing so I try to understand why individuals' personal beliefs and understanding can affect their identity and behaviour.

In reflecting on over 30 years involvement in education, it is apparent to me that today's world is increasingly more complex and that change often occurs rapidly, partly as a result of mass communication and digital technology. As a result, individuals are 'confronted by the large degree of uncertainty that is a consequence of rapidly changing social-cultural and social-economic relations' (Meijers, 2003:153). A teacher's professional identity is therefore in a process of continuous evolution, precisely because of the need to adapt to the new demands and activities of contemporary society. Consequently, there is a need to explore how identity has been conceptualised in recent times which is addressed in the following section.

2.2.4 Conceptualisations of teacher identity

After conducting a comprehensive review of the current literature on teacher identity I found that there are dominant themes which authors have highlighted. For example, Akkerman and Meijer (2009) have identified several recurring postmodern characterisations, the most commonly seen relating to the multiplicity, the discontinuity and the social nature of teacher identity. Varghese et al. (2005) in attempting to provide three perspectives on language teacher identity, assert that identity is multiple, shifting and in conflict. This echoes the views of Clarke (2009) and Coldron and Smith (1999) who see identity as dynamic, continuously in development and complex. These notions are in contrast to modernist conceptualisations of identity when 'teacher

identity was more or less seen as the possession of a defined set of assets required for the profession' (Akkerman and Meijer, 2009:310).

In reviewing these conceptualisations, I adopt three perspectives in this study which encompass the most salient features of teacher identity. These are: a) teacher identity as a dynamic entity; b) teacher identity as multiple and fragmented; c) teacher identity as a site of conflict. These three perspectives are closely interrelated with considerable overlap and causal relationships between them. They influence, and are in turn influenced by each other. However, because each perspective has certain characteristics I believe it is relevant to explore each of these perspectives in turn explaining how these align with current research and why I hold these views.

a. Teacher identity as a dynamic entity

The literature on identity adopts a confusing array of terms to describe how identities change over time and this section attempts to make sense of these various representations of the dynamic nature of teacher identity.

There are numerous studies which explore the ways in which student teachers engage in the creation of their identities at the start of their career (Atkinson, 2004; Coldron and Smith, 1999; Gratch, 2000; Lim, 2011). Studies which focus on initial teacher training refer to identity *development* (Lamote and Engels, 2010; Rodgers and Scott, 2008; Walkington, 2005), identity *formation* (Devos, 2010; Gratch, 2000), identity *creation* (Sutherland et al., 2010) and identity *construction* (Bathmaker and Avis, 2005; Watson, 2006). I argue that these notions of identity building are ambiguous in that they imply a linear progression towards a fixed and stable entity. This contrasts with researchers who acknowledge the ongoing, fluid nature of identity and assert that teachers' identity is continually formed and transformed, constructed and reconstructed through their lived experiences, interactions within cultural contexts, and relationships with people (Beijaard et al., 2004; Rodgers and Scott, 2008). Empirical studies show increasing evidence that the professional identity of teachers is central to practice, behaviours and action throughout teachers' professional lives (Walkington, 2005; Wenger, 1998).

Zembylas (2003b:221) refers to a process of constantly 'becoming' because it suggests 'the incompleteness of identity and a dynamic identity construction, one that

involves a non-linear, unstable process'. This notion of dynamic, unstable identities is adopted in empirical studies which explore the continuous process of change throughout the lives of teachers and use terms such as: *reconstruction* (Darby, 2008; Day et al 2006); *transformation* (Lee and Yin, 2011; Zembylas, 2003b); *reshaping* (Lasky, 2005); *negotiation* (Dillabough, 1999; Vahasantanen, 2015) and being *in-flux* (Stronach et al., 2002). Authors who refer to identity negotiation tend to conceptualise identity as a social process 'inextricably intertwined with language and discourse' (Varghese et al., 2005:39). Negotiation of identity implies interaction with others reinforcing its dynamic socially constructed dimension, reflected in Clarke's (2009:187) assertion that the 'processes of identity formation are intimately related to the discourses and the communities that we work within'. These conceptualisations of identity represent postmodern constructions which align closely with my own perceptions based on observations of colleagues and self-reflection.

Gee (2003) emphasises that teacher identity is not the fixed and stable properties of a teacher; it is a process that evolves, changes and is challenged as teachers develop experience and expertise through their classroom practice and their engagement in the teacher community. Whilst this is part of the process of learning to teach, teachers' identities continue to evolve throughout their career, even if they are already highly competent practitioners. This is relevant to my study which explores the continuing transformation of teachers and uncovers the ways in which the teachers in my study have continued to change throughout their working lives. It is also important if we are to understand the ongoing implications of change on teacher identities and professional practice.

Authors adopt a variety of terms in an attempt to capture the ever-changing, discontinuous postmodern reality of how we see ourselves as teachers. Kelchtermans (2005) refers to teachers' *dynamic* sense of identity, while Day et al. (2006) suggest that teachers' identities are essentially *unstable*. Enyedy et al. (2005) believe that identity is *fluid* and Stronach et al. (2010) claim that teachers' identities are constantly *in flux*, whilst Varghese et al. (2005) and Zembylas, (2003d) use the term *shifting* identities to describe change over time. These studies provide powerful evidence of the dynamic nature of identity which is central to my own study. These conceptualisations raise questions about the need, for example, to understand what causes these changes in identity, in what ways do they shift, and how teachers

perceive the dynamic nature of their own identity. It also intersects with the following perspective of the multifaceted and fragmented nature of identity which arises when teachers are responding to their roles in different contexts.

b. Teacher identity as multiple and fragmented

Researchers have referred to the notions of multiple identities (Brubaker and Cooper, 2000; Cooper and Olson, 1996) and fragmented identities (Day et al., 2006). The term 'multiple identities' implies that teachers have many different identities, whilst 'fragmented identities' suggests that teachers have one identity (or possibly several identities) which are further divided. Whilst these notions represent slightly different conceptualisations, they both indicate a multiplicity of sub-identities. This is reflected in the literature which adopts an array of terms such as *multiple* (Akkerman and Meijer, 2011; Cooper and Olsen, 1996; Woods and Jeffery, 2002) *multi-layered* (Trent, 2011), *multi-dimensional* (Koski-Heikkinen et al., 2014; Tsui, 2007), *multifaceted* (Lee and Yin, 2010), *fragmented* (Akkerman and Meijer, 2011; Day et al., 2006; McNess et al., 2003), *fractured* (Stevenson and Wood, 2013), *dissonant* (Hallman, 2007), and *plural* (Hodgen and Askew, 2007; Stronach et al., 2002) all of which attempt to capture the complex nature of identity, and which are often used synonymously. Throughout this study I adopt the singular term 'teacher identity' for the purpose of continuity, acknowledging that this encompasses both notions of a fragmented identity, and of one self with multiple identities. I will now discuss the literature which explores these notions.

Cooper and Olson (1996:78) refer to the multidimensional, multilayered and dynamic nature of teacher identity and use stories to explore how 'multiple selves are constructed and reconstructed through historical, sociological, psychological and cultural influences which shape how we 'learn' to become teachers'. Hall (2000:17) asserts that identities are 'never unified, and in late modern times, increasingly fragmented and fractured'. This fragmented notion of identity is acknowledged and explored by Day and Kington (2008:7) and their empirical work concludes that teachers' identities can be 'more or less fragmented at different times and in different ways according to the interaction of a number of personal, professional and situated factors'.

Sachs (2001:155) refers to the 'multiple professional identities' that teachers inhabit,

which relate to the ways in which educational establishments are structured in terms of subject disciplines and age groupings. Similarly, Smith (2007) acknowledges the multifaceted nature of teaching. His empirical study identifies multiple roles, pressures and opportunities that face teachers in their daily work which gives rise to a multiplicity of potential teaching selves. Rodgers and Scott (2008:725) assert that 'within multiple contexts one forms multiple relationships, and brings forth multiple aspects of oneself'. These studies contribute to the wider debate in the current literature that the complexity of the teaching environment and teachers' lives gives rise to the need for teachers to adopt multiple and diverse identities. This study supports the notion of multiple identities as my participants describe their work in different arenas involving differing (and sometimes conflicting) demands and relationships. Each involves negotiating a sub-identity and working with different individuals, groups and parameters for different purposes.

c. Teacher identity as a site of conflict

This section explores empirical research which uncovers teachers' conflicting identities. According to Day et al. (2006), these conflicts frequently arise when classroom experiences, organisational culture and situation-specific events threaten teachers' existing norms and practices.

In empirical research into EFL teachers' professional identities, Caihong (2011:18) concluded that her participants' professional identities were 'shaped and reshaped in the process of negotiating and balancing between personal beliefs and rules at institutional, disciplinary and public levels' and that some teachers displayed conflicting professional identity where institutional pressure was the important source of their struggle and dilemma. In a similar study, Watson (2006) asserts that the resources available for identity construction include professional knowledge, personal experience, the micro-politics of the setting and the wider socio-cultural context. In this study, the tension between the participant's educational values and the needs of the system created conflicts as he attempts to resolve these differences between identity and practice. Lui and Xu (2011) found that alignment with workplace goals can be especially important during educational reform. They reported on identity conflict when teachers were confronted by competing pedagogies and were required to shift their identity to align with a new work order. There are parallels between these studies and my thesis in which I demonstrate how context-specific reforms have required teachers

to adopt new work practices which challenge their existing beliefs and values.

There is evidence that the multiple identity configuration discussed in the previous section can lead to conflict. The research findings of Day and Kington (2008) suggest that teacher identity is a composite consisting of personal, professional and situational factors made up of sub- or competing identities. They found that teachers may experience tensions between these and that at certain times any of these sub-identities may become dominant. Enyedy et al. (2005) assert that teachers encounter multiple identities as they struggle to honour conflicting considerations in their teaching and in determining priorities. They also add evidence from their research that it is often the teacher's multiple identities that contribute to the conflict initially and that as a result identities are constantly reconfigured. Similarly, the empirical work of McNess et al. (2003:248) demonstrates how the fragmented nature of identity led to conflict when teachers were 'torn between an official discourse which emphasised technical and managerial skills, and a strongly held personal view which emphasised the importance of an emotional and affective dimension to teaching'.

Sachs (2001) identifies two kinds of identities which emerge from two competing discourses; democratic and managerial professionalism. An 'entrepreneurial identity' which develops under managerialist conditions is characterised as individualistic, competitive, controlling and regulative, and externally defined. Conversely, she identifies an 'activist identity' in which teachers engage in participatory practice, taking responsibility for their own professional development and ongoing transformation of practice. Sachs suggests that an activist identity emerges under certain conditions where people are fully informed, have faith in the collective capacity of people to resolve problems, and use critical reflection and analysis to evaluate ideas, problems and policies. However, teachers may adopt both identities and move between them.

In all these examples of identity conflict, the contributory factors are explored. Similarly, this study explores how participants respond to possible conflicts of identity which arise from their experiences, and demonstrates how these conflicts are perceived to facilitate a positive change in identity as suggested by Day and Kington (2008).

2.2.5 Conclusion

This section has explored the notion of teacher identity and acknowledges that conceptualising identity is problematic. I situate myself in the current debate on identity in educational literature as recognising that it is a multifaceted, dynamic and constantly renegotiated entity, subject to competing tensions.

Given the complexity of identity, it is not surprising that empirical research has found that identity negotiation evokes emotional responses (Rodgers and Scott, 2008). Beauchamp and Thomas (2009:180) stress that emotions are an 'influential factor in teachers' approaches to their professional lives and to their identities' and emotions play a key role in teachers' ongoing identity construction (Geijsel and Meijers, 2005; Zembylas, 2003b). A review of the literature indicates that although limited, there has been some evidence of increased interest in the role of emotions in educational contexts during the past 20 years, affording a deeper understanding of how teachers feel about their work (Hargreaves, 1994, 1998; Nias, 1996; Saunders, 2013; Shapiro, 2010; Zembylas, 2003b). Thus, having explored the notion of identity, the next question to be addressed is how identity and emotions are interrelated.

2.3 Emotions

I begin this section by discussing how emotions are conceptualised in this study and why I align myself with a social constructionist view of emotions. I discuss why teaching is considered as an emotional labour. I then explore Lazarus' theory of emotion and the notion of primary and secondary appraisal. I discuss how theorists have attempted to categorise emotions, focusing on the work of Lazarus' (1991) whose theory of emotions can be used as a framework to explore my participants' emotions. Finally, I discuss the dominant themes in current literature outlining empirical research on the relationship between emotions and identity and suggesting how these can inform the current study.

Zembylas (2003b:216) highlights that much of the recent poststructural literature on emotions provides 'a counter-discourse to the theorisation of emotion as a psychological phenomenon that is 'located' in the individual'. Zembylas argues that many of the emotions that teachers express are not necessarily related to their personal (psychological) disposition but are constructed, expressed and

communicated through social relationships and values within families, cultures and school situations. Zembylas' (2003b) view aligns with my own perception that whilst our emotions may in part be attributed to our personal (biological) dispositions, emotions are also constructed by our social interactions in a variety of contexts. I hold this view because I have observed that an institution's environment and culture, the teaching context and the relationships with those around us all have a profound effect on how we construct and express our emotions. For example, from self-reflection and by observing others during my professional experience in different contexts I have come to believe that the introduction of new initiatives frequently evokes emotional responses. These responses may be influenced by the manner in which the initiative is introduced, which frequently involves social interaction with others. The emotions expressed may be dependent on those interactions. For example, when my college introduced a professional evaluation programme, it was much more palatable to teachers in my department where the Chair responsible for its implementation was recognised as having positive and harmonious relationships with his team (Richards, 1998). Teachers were happy to be evaluated by him and few negative emotions were expressed. On the other hand, some Chairs were viewed as more judgmental and aggressive, their subordinates expressing emotions such as fear, shame and anger during the implementation process. Thus the emotional responses to change were significantly different depending on an individual's context and relationships within the same organisation. This supports Zembylas' (2003) view that emotions are constructed through social interaction and context.

2.3.1 Teaching as Emotional Labour

There is agreement amongst researchers that teaching is an emotional practice and teaching has been recognised as a form of emotional labour (Hargreaves, 1998; Nias, 1996; Naring et al., 2006). The term emotional labour was originally coined by the sociologist Arlie Hochschild (1983:7) who states that she uses the term 'to mean the management of feeling to create a publicly observable facial and bodily display; emotional labor is sold for a wage and therefore has an *exchange value'*. Hochschild's empirical work explores the 'managed heart' and describes how airline flight attendants are required to 'induce or suppress feeling in order to sustain the outward countenance that produces the proper state of mind in others – in this case, the sense of being cared for in a convivial and safe place' (p.7). In performing this emotional

labour, Hochschild (1983) differentiates between 'surface acting' and 'deep acting'. In surface acting the employee feigns emotion so that the displayed emotion is different to what the individual actually feels. In deep acting, the employee focusses on inner feelings and emotions and attempts to actually experience or feel the emotions one wishes to portray. Hochschild notes that flight attendants were specifically recruited for their potential to perform emotional labour, and were later trained to enhance these qualities. Whilst these qualities of emotion regulation are useful to the organisation, Hochschild recognises that they are stressful, can lead to burnout and can be detrimental to the employee, for example when people are required to display emotions that are not congruent with their true feelings.

The concept of emotional labour has been reviewed and adapted by Ashforth and Humphrey (1993) in their empirical work on organisational behaviour in the service sector. Their definition of emotional labour differs slightly from Hochschild's in that they prefer to focus on behaviour rather than the presumed emotions underlying the behaviour because they argue that one can conform with display rules without having to manage one's feelings. Thus their definition 'both emphasises behaviour and decouples the experience of emotion from the expression of emotion' (p90). They review and expand on Hochschild's argument and suggest that the 'perspective of emotional labour can be enriched by considering the concept of identity' (p89). They argue that some of the effects of emotional labour on the individual are 'moderated by the role in question: the greater the identification, the weaker the negative effects on well-being and the stronger the positive effects'. Naring et al. (2006:303) argue that teaching involves a high level of emotional labour in the form of surface acting, deep acting and suppression of emotion. They discuss how the emotional labour aspect of surface acting can be related to emotional exhaustion.

The notion of emotional labour has been adopted in empirical educational research by Hebson et al. (2007) who suggest that in the context of educational reforms teachers' work can be explored using the concept because they now experience the same contradictions and lack of control over their work as many workers in the service sector. They argue that 'the emotional work teachers are expected to perform is becoming increasingly prescribed and controlled by management in ways that mirror the emotional labour performed in the service sector' (p676). They suggest that 'a teacher who does not perform 'emotion work' but performs the technical aspects of

the job well could be considered competent in the current climate of monitoring. In contrast, a teacher who performs the emotional aspects of the job well but fails to perform the technical aspects of the job could be considered incompetent' (p680). The concept of emotional labour is relevant to my study. In this thesis I discuss the nature of reforms which are increasingly prescriptive and controlling of the work that teachers do both in and out of the classroom. As I explore the experiences of teachers in response to these changes the effect on their emotions becomes evident, and that in turn impacts on their identities as professionals.

2.3.2 Lazarus' theory of emotion

Lazarus (1991) argues that our personal beliefs and situations are not sufficient to trigger an emotion. There needs to be some kind of stimulus condition or 'stressor' in our environment which we will in turn 'appraise'. The notion of appraisal is at the heart of Lazarus' (1991) theory of emotion. He argues that before emotion occurs, people make an unconscious and automatic judgment of a situation and what it may mean to them personally, for example to their goals, standards and beliefs.

According to Lazarus (1991) the process of appraisal is in two parts, primary and secondary, each having three components. I have summarised these in Table 1.

Primary Appraisal	
Goal relevance	Refers to how far an encounter touches on personal goals i.e. whether there are issues at stake which the person cares about. The closer the situation is to personal goals the more likely it is to gender positive emotions. If there is no goal relevance there will be no emotion.
Goal congruence or incongruence	Refers to the extent to which the situation is consistent or inconsistent with what the person wants. If it facilitates personal goals (congruence) it will lead to positive emotions. If it thwarts personal goals (incongruence) it will lead to negative emotions.

Ego-involvement	This refers to aspects of a person's ego-identity which involves: self- and social esteem; moral values; ego ideals; meaning and ideas; other persons and their well-being; life-goals. This will be involved in emotions in different ways depending on the type of ego-involvement in the situation.
Secondary Appraisal	
Blame or credit (external or internal)	Blame or credit is assigned depending on who is deemed to be responsible for creating the situation. A harmful event is likely to engender blame while a beneficial event will engender credit.
Coping potential	This refers to whether and how the person is able to cope with the situation. (It is not an actual measure of coping, it is an evaluation by the person of the prospect of coping with the situation).
Future expectancy	This concerns whether the things are likely to change psychologically for the better or worse (i.e. become more or less goal-congruent). An individual may believe that the situation will change favourably or unfavourably and this will affect the emotions elicited and the coping strategies used.

Table 1: Summary of primary and secondary appraisal (Lazarus, 1991)

The emotional responses of participants in my study to various changes in their working environment is explored using Lazarus' (1991) theory of emotions. According to Lazarus, during primary appraisal, teachers make a primary appraisal of how relevant a particular change event is to their personal and/or professional goals; secondly the emotions triggered depend on how congruent or incongruent the change

episode is with their individual goals; and thirdly their emotions depend on how personally and/or professionally involved they are with issues that may be at stake.

During secondary appraisal, teachers may assign blame or credit for the changes identified, depending on how they affect them. Lazarus refers to 'coping potential' (i.e. a person's perceived ability to cope which in turn affects their emotions) of which there are two strategies. Firstly, problem-focused coping which refers to a person's ability to take appropriate action and to change a situation to make it more congruent with their goals. Secondly, emotion-focused coping which refers to their ability to adjust to or to handle the situation should it remain inconsistent to their goals. In both cases, an individual's belief about their ability to adapt to a new situation will influence their emotional response to the situation. Lazarus (1991: 114) cites his empirical support for the position that coping mediates the emotional response and states that:

> '*We found that certain coping strategies, both problem-focused and emotion-focused, were associated with improvement in the emotional state from the beginning to the conclusion of the encounter, which means that negative emotions such as anger and anxiety were decreased and positive emotions such as happiness and confidence were increased'*

Finally, they make judgments about how the change will affect them in the future.

Other researchers have adopted the notion of appraisal in theoretical and empirical work. Sutton and Wheatley (2003:329) state that:

> *Many emotional theorists believe that the emotion process begins with some kind of judgment or appraisal that involves the interpretation of some transaction in terms of its significance or relevance for the individual's motives, goals or concerns.*

Sutton and Wheatley's (2003) empirical study into the emotional aspects of teachers' lives identifies how, when confronted with change, teachers appraise it by interpreting and judging its significance and relevance to them and this creates a corresponding emotion. An important feature of appraisal is goal congruence where 'positive emotions arise from goal congruence whereas negative emotions arise from goal incongruence' (Sutton and Wheatley, 2003:330). Day et al., (2006) also assert that

those who perceive incongruence, for example when their long-held principles and practices are challenged, will react negatively.

Schutz (2014:4), in his paper on teachers' emotions, states that goal congruence appraisals: 'occur when teachers make judgments about if an event is going the way they thought or hoped it would go'. He adds that primary appraisals influence emotional episodes such that 'if an event is appraised as important and going well, pleasant emotions are more likely to emerge. However, if this event is appraised as being important but not going well, unpleasant emotions are more likely to emerge. In other word, different appraisals can result in different emotions' (p.4). van Veen and Sleegers (2006:89) empirical study on teachers' emotions in a context of change uses Lazarus' framework. They assert that: 'appraisal involves an evaluation of the personal significance of what is happening during an encounter with the environment'. They suggest that if teachers feel there is congruence between their professional orientations and the mandated reform they will react in a positive way. Schmidt and Datnow (2005) argue that teachers 'who find that their ideologies are consistent with a reform typically support the change and emote positively towards the change' whereas they react negatively when their inherent beliefs and values are threatened by the reform.

I adopted Lazarus' (1991) classification of appraisal in this study as it offered a suitable framework to explore my participants' responses to changes in the workplace. Each change acted as a stressor, or stimulus conditions that teachers judged in terms of its relevance to them. In doing so, they appraised its relevance to them, determined whether or not it was congruent or incongruent with their own personal goals, and described their emotional responses. I will demonstrate how this study supports Lazarus' theory of emotion; in the change episodes described, teachers expressed positive emotions when their own goals, beliefs and interests coincided with the aim of the change and they described negative emotions when the change episode was in conflict. My study also explores teachers' coping potential and future expectancy and how this impacts on their ability to deal with change. I discuss how teachers have adopted different coping strategies in response to change in the workplace and how, for two teachers, negative emotions have decreased and positive emotions have increased.

2.3.3 Categories of emotions

Attempting to categorise emotions is complex. For example, Parrott (2001) identifies six primary emotions (love, joy, surprise, anger, sadness and fear) with associated secondary and tertiary emotions. Plutchnik (1991) identifies eight basic emotions - joy, trust, fear, surprise, sadness, disgust, anger and anticipation – with 24 primary, secondary and tertiary emotions. Lazarus (1991) identifies nine families of negative emotions (anger, fright, anxiety, guilt, shame, sadness, envy, jealousy and disgust) and six positive emotions (happiness, pride, love, relief, hope and compassion). Although each classification is different, they resemble each other in that they recognise a limited number of basic or primary emotions. I have elected to adopt Lazarus' (1991) classification of emotions because his descriptions of emotions include 'core relational themes' which provide a useful definition of each emotion and are appropriate to apply to a study of change. Lazarus (1991:82) stresses that his list of emotions is not a final one but 'an approximation that is subject to change' but it does provide a working framework which has been used by other researchers studying teachers' emotional responses to change (van Veen and Sleegers, 2006) and this allows me to make some useful comparisons.

Lazarus (1991:121) defines the core-relational theme as 'the central (hence core) relational harm or benefit in adaptational encounters that underlies each specific kind of emotion'. These are shown in Table 2. According to Lazarus, negative emotions arise when the situation is goal incongruent and the core-relational themes relate to negative situations such as an offence, a danger or a threat. Positive emotions mainly arise when the situation is goal congruent relating to progress and enhancement. Some of them are problematic; for example, hope is a positive emotion which arises from a situation which is goal incongruent.

Emotion family	**Core relational theme**
Anger	A demeaning offence against me and mine
Fright	Facing an immediate concrete and overwhelming physical danger
Anxiety	Facing uncertain, existential threat
Guilt	Having transgressed a moral imperative

Shame	Having failed to live up to an ego-ideal
Sadness	Having experienced an irrevocable loss
Envy	Wanting what someone else has
Jealousy	Resenting a third party for loss or threat to another's affection
Disgust	Taking in or being too close to an indigestible object or idea
Happiness	Making reasonable progress towards the realisation of our goals
Pride	Enhancement of one's ego-identity by taking credit for a valued object or achievement, either our own or that of someone or group with whom we identify
Love	Desiring or participating in affection, usually but not necessarily reciprocated
Relief	A distressing goal incongruent condition has changed for the better or gone away
Hope	Fearing the worst but yearning for better
Compassion	Being moved by another's suffering and wanting to help

Table 2: Emotions and core-relational themes (Lazarus, 1991)

In adopting Lazarus' classification of emotions in this study, the core-relational themes are helpful particularly in instances where teachers have not specifically stated their emotional state. Therefore, I have used teachers' descriptions of events and how they felt about them, and compared these with the core-relational theme to help me to categorise the emotions expressed.

The emotions listed in this Table 2 are clearly not exhaustive, and Lazarus' (1991) view is that emotions are best regarded as categories which provide a dimension of intensity (1991). He provides examples which fall into the emotion family of 'anger'. He explains that:

> *'some of these, such as rage, outrage, fury, wrath, ferocity, indignation, irritation, annoyance, being appalled, and hatred, differ from one another at the very least in their intensity of the indicated reaction, though subtle shades of meaning also distinguish many of them as well'.*

Lazarus' also argues that the variables of emotions are observable through actions, physiological reactions, what people say about their emotions, environmental events and contexts, coping contexts and appraisal contexts. In this study I identify emotions by exploring written text derived from interviews in which teachers have reflected on their own emotions about an event. I am therefore relying on teachers' recollections and descriptions rather than observable responses. Nevertheless I consider Lazarus' classification to be appropriate because it allows me to identify and categorise a range of emotions for analysis and comparison.

2.3.4 Emotions and identity

A growing theme in educational research is the relationship between emotions and professional identity (van Veen and Lasky, 2005; Zembylas, 2004) and Zembylas (2003b) suggests that emotions play a key role in the construction of identity. Shapiro (2010) believes that emotional identity is fundamental to our understanding of professional identity, and that both positive and negative emotions need space to be expressed. However, Day et al., (2006) assert that there has been insufficient consideration of the strength of the influence of emotions on identity negotiation and a relationship given little attention in much of the research. This study aims to contribute to this understanding and it is therefore necessary to explore current debates on emotions in education. The relationship between teacher identity and emotions has been discussed in different contexts using a variety of theoretical approaches (van Veen and Lasky, 2005) and I now explore the theoretical and empirical work of authors who view emotions as central to the identity transformation process.

Shapiro (2010) argues that whilst discussion of identity frequently emphasises the cognitive aspects of teachers' experiences, it is the emotions created by those experiences which are the dominant influential factor at work in affecting teacher professional identity. Shapiro acknowledges positive emotions such as affection, caring, excitement, enjoyment and pride which have been identified in empirical research, as well as negative emotions such as anger, anxiety, frustration and loneliness. She suggests that both positive and negative emotions are significant in teacher identity and that these reflect a human profession based on relationships.

Geijsel and Meijers (2005) support this view and argue that whilst identity formation can be regarded as a rational and intellectual process of construction, emotions play a key role. They stress that identity is a continual learning process constructed with the help of culturally available building materials. During this process individuals encounter 'boundary experiences'. These are experiences within social practice within which one is unable to function fully because one cannot identify with the new situation and/or its requirements. Whilst this may be primarily a cognitive problem such as not possessing the required knowledge or skills, Geijsel and Meijers (2005) argue that the boundary experience may also generate an emotional response when there is a perceived mismatch with one's own identity configuration. These emotions may be positive where the new situation is perceived as an opportunity for professional learning and growth. However, they argue that it is probably more often 'an experience of conflict, shortcoming or inability, and of uncertainty, which is coupled with negative emotions' (p424). Individuals then need to move through a discursive process with others, or an introspective dialogue, during which the self and the situation are reinterpreted and new concepts accepted thus creating a reconfiguration of identity. The inverse may also be true; if an individual is unable to make sense of an experience it will not become part of their identity configuration.

Geijsel and Meijers' (2005) conception of identity transformation asserts that it occurs through both positive and negative emotional experiences, and after a process of negotiation through dialogue. This also suggests that a process of decision-making takes place within the individual, in deciding whether to make a shift in their identity following a certain experience, although it is not clear whether such decisions are made consciously or subconsciously. In Chapter 5 I discuss teachers' responses to new initiatives and illustrate how they have responded to boundary experiences by acquiring new teaching skills such as learning new technologies, teaching strategies or classroom management techniques. However, there are also examples of where boundary experiences have not aligned with teachers' beliefs, values and understandings as a professional. These have been more difficult to reconcile and have often involved a negative emotional response.

Meijers (2003) acknowledges that teachers experience both negative and positive emotions. However, he argues that emotions such as fear, anxiety, uncertainty and

insecurity should not be perceived as obstacles. He suggests a model of identity construction in which coping with negative emotions is explicitly seen as necessary for real changes in identity and career growth. Our existing professional identity needs to be challenged sufficiently to evoke negative emotions which force us to reexamine our previous held beliefs, values, and self-understanding. It is our subsequent examination of, understanding and acceptance of these challenges which will lead to ongoing change and negotiation of our professional identity. Meijers (2003) suggests that today's professionals need to be more flexible and therefore should be reflective practitioners in the interest of developing the competencies which allow them to constantly reexamine their own practice and reconstruct their identities. These competencies are particularly important in conditions of postmodernity when workers are 'confronted by the large degree of uncertainty that is a consequence of rapidly changing social-cultural and social-economic relations' (Meijers, 2003:153). This resonates with the experiences described by two teachers in this study who have been required to be flexible and demonstrate the ability to readapt and readjust their professional identities in order to align with current institutional demands,.

Similarly, Day and Kington (2008) acknowledge the need for teachers to learn how to cope with negative emotions. However, they refer to increased vulnerability created by 'emotional episodes' when teachers' identity configurations conflict with the demands of their role. The influence of various professional, situated and personal factors, and the teachers' ability to manage these will determine the impact on teachers' identities and their effectiveness. They advocate that teachers need to be resilient and supported emotionally in building or sustaining positive identities. This suggests that there may be a need for organisations and change managers to acknowledge emotions and ensure that teachers receive training and support if they are to understand and manage their emotions effectively to support positive identity transformation.

The relationship between emotions and identity is theorised by Zembylas (2003d:108) who argues that emotions, together with thought and actions, are part of the fabric constituting the self. Zembylas conceptualises emotion as a discursive practice which rests on four assumptions:

i. Emotions are constituted through language and refer to a wider social life; they are not private or universal
ii. Power relations are inherent in 'emotion talk'; moral norms and social values permit us feeling some emotions but prohibit others
iii. Emotions can create sites of social and political resistance
iv. Emotions are embodied; our emotions are not only part of our psychological self, they also become a part of who we are (corporeal) and what we do (performative).

Zembylas' (2003a:937) empirical work on the relationship between identity and emotions explores the personal, cultural, political and historical aspects of identity formation which he terms the 'genealogies of emotions in teaching'. He aims to discover the conditions under which teachers' emotions are shaped and performed and to understand the processes of discipline (which demands expression of certain emotions) and domination (which demands following of certain emotional rules).

Zembylas (2003b) applies his theoretical framework to empirical work and invokes a poststructural lens in discussing emotion in identity construction. He investigates how teachers' emotions can become sites of resistance and transformation. He asserts that:

> *a poststructuralist account of emotions and teacher identity brings to teachers' attention the relationship between emotion, identity and power, and moves teachers to engage in self-transformation through a richer understanding of their situatedness—the recognition that their emotions have powerful epistemological and affective qualities that generate resistance, (p229).*

Zembylas argues that a poststructuralist approach challenges identity formation as an individual or social phenomenon unrelated to political context, and challenges the notion of a unified identity. A poststructuralist approach views identity as a dynamic process of intersubjective discourses, experiences and emotions, all of which are constantly changing. Thus our identity is constantly being contested and transformed. This aligns with Meijers (2003) views outlined above, that teachers in postmodern working conditions of rapid change need to be flexible and able to constantly reconstruct and transform their identities.

Zembylas' (2003b) inclusion of the notion of power suggests that teachers need to have a deeper understanding of how their emotional experiences can afford positive changes in their identity. He further argues that a teacher's identity is a constituted outcome of the continuing dialogue that teachers have with those around them including pupils, parents and colleagues, in which emotional discourse is often a paramount component.

The suggestion that teachers need to be supported indicates a requirement for teachers that may not always be addressed. This study goes some way to assessing how teachers perceive and respond to negative emotions and in section 6.1 I provide some suggestions for more positive outcomes which will support teachers during periods of change.

2.3.5 Conclusion

In this section I discussed how emotions are conceptualised in my study and the notion of teaching as an emotional labour. Secondly, I explored Lazarus' (1991) theory of emotion appraisal and discussed how emotions can be classified using his framework which is used in this study. Finally, I examined the relationship between emotions and identity that comes to the fore during periods of change. A common theme is that the impact of educational reforms which have focused on standards, accountability and capability have affected the way in which teachers manage their emotions in the work context, and how this affects their identity. Before discussing this relationship, it is necessary to provide an insight into the nature of current educational reform and to conceptualise how I will use this term in this study.

2.4 Educational reform

There is an extensive body of literature on educational reform and an underlying sense that it pervades education systems globally (Goodson, 2001; Hargreaves et al., 2010). Hargreaves and Goodson (2006:15) refer to the 'waves of reform' that have permeated education, and Harris (2011:161) describes a 'conveyor belt of new initiatives' since the new millenium. This section discusses different conceptualisations of reform and clarifies how the term will be used in this study. A detailed exploration of the broader literature on educational reform is beyond the scope of this paper. However, it is

necessary to provide a brief overview of current themes including because this study is underpinned by the belief that changes in education affect teachers' emotions and identities.

2.4.1 Conceptualisation of reform

Reform in education occurs in many ways and the variety of terms used in the literature requires some clarification. Horn (2002) distinguishes between educational reform, educational change, and educational progress. He argues that reform implies that there is a deficiency of some kind and that things could be better, while change indicates a transformation into something different. Progress indicates that the proposed outcome will be better and is thus a relative term. Educational reform or change can be imposed from the top-down by central government, or initiated from the bottom up by school and teachers (Fullan, 1993). Hoban (2002:29) asserts that educational change 'is a complex process involving many interconnected elements that have a dynamic effect on each other'. Change is multifaceted, and the literature incorporates discussion on related concepts such as innovation, curriculum change, pedagogical change, system change etc. (Hargreaves, 2005a; Fullan 1993, 1999, 2003). Fullan (2003) further discusses the complex nature of change which can be voluntary or imposed, simultaneously top-down and bottom-up, and uncertain.

In this study, I acknowledge that educational change is often complex, multifaceted and conflicting although I do not attempt to differentiate between different kinds and levels of reform. This is because I am interested in creating a space to uncover the effect of a range of reforms on teachers' emotions and to explore the effect of those emotions on teachers' professional identities. In this study, I use the words reform and change synonymously, as do many other authors. My own conceptualisation of reform and change is that it represents any form of perceived disruption to my participants' established norms, values and behaviours and which in turn evokes an emotional response.

2.4.2 Policy and policy enactment

There is considerable debate surrounding the nationally and governmentally driven educational reform which is occurring globally. Much of this has been led by political intent and thus represents the motivations of those in power (Ball, 2003; Day, 2002; Fink, 2003). The motivations are summarised by Apple (2004:15) who states that:

> *This power bloc combines multiple fractions of capital who are committed to neo-liberal marketised solutions to educational problems, neo-conservative intellectuals who want a "return" to higher standards and a "common culture," authoritarian populist religious conservatives who are deeply worried about secularity and the preservation of their own traditions, and particular fractions of the professionally oriented new middle class who are committed to the ideology and techniques of accountability, measurement, and "management."*

Davies and Guppy (1997:436) share Apple's views and add that corporate and political leaders commonly describe public education as 'behind the times' and 'out of touch'. They claim that education has been responsive to the post-industrial labour market and restructured global economy identified as a central path to economic revival. Consequently, the origins of change often originate outside schools and are often grounded in economic and political trends (Hargreaves and Goodson, 2006).

Globally, the last 20 – 30 years has seen policy-makers attempt to modernise public sector education provision through New Public Management (Hall et. al., 2012). This is endorsed by Davies and Guppy (1997:446) who add that high-level politicians are now more active in education, since there is a belief that ever-greater intervention is required to rectify economic stagnation and ensure competitiveness. This has resulted in centralised control and regulation. Over time a continuous barrage of change has emerged from a variety of different ideological perspectives. A consequence of this has been to erode the professional autonomy and judgement of the teaching profession, creating a culture of regulation and compliance (Hargreaves and Goodson, 2006; Harris, 2011; MacBeath, 2008).

As a result of political intervention, reforms are frequently introduced by way of policy which is centrally mandated in an attempt to control manage and transform society with the purpose of modernising education and raising standards (Braun et al., 2010). The effect of this is that 'schools and teachers are expected to be familiar with, and able to implement, multiple (and sometimes contradictory) policies that are planned for them by others, while they are held accountable for this task (p547)'. Braun et al. (2010:549) conceptualise policy as 'a process that is diversely and repeatedly contested and/or subject to 'interpretation' as it is enacted in original and creative ways within institutions and classrooms'. Their qualitative study explores policy enactment

in four UK secondary schools using semi-structured interviews with various policy actors including heads, middle managers, teachers and support staff. They conclude by outlining three dimensions: policy, practice and positioning, all of which are connected and dependent on each other. They conclude that:

- policies are processes, even when mandated, and policy texts can be differently worked on and with
- policy practices are specific and contextualised: framed by context and the positioning and personalities of the key policy actors involved
- policies are mediated by positioned relationships: in the UK these relationships include government, local authorities and schools (in the UAE these would include the government, Ministry of Higher Education, MEC Policy Council, and individual colleges).

In a further paper discussing the same study, Maguire et al. (2015:486) conceptualise policy enactment as 'a process of social, cultural and emotional construction and interpretation' and they argue that interpretation will vary from policy to policy and sometimes, from person to person. They add that policies rarely state exactly what should be done and they rarely dictate or determine practice, although there is varying scope for imaginative responses. They use the term enactment rather than implementation because it allows space to consider a range of activities that schools may use which can both 'fashion and constrain the possibilities of interpretation and the social construction of policy practices within each individual school' (p487). In addition, policy is an evolving process which may be reviewed, revised, dispensed with or forgotten with multiple subjectivities positions and differences that will occur over time and in different spatial contexts. In summation, they describe policy as 'messy, incomplete and a form of interpretation and intersubjectivity in action' (p487). This paper is of relevance to my thesis because much of the change in the research institution has been introduced through policy. In Chapter 4 my results show how teachers in this study have described the enactment of recent mandated change in the institution and in Chapter 5 I discuss how policies have been open to interpretation which has often created uncertainty and confusion.

2.4.3 Teachers' professional agency

Biesta et al., (2015:624) state that 'after several decades of policies that worked to de-professionalise teachers by taking agency away from them and replacing it with prescriptive curricula and oppressive regimes of testing and inspection' there is now a shift towards teachers exerting greater degrees of professional agency. As a result, professional agency has increasingly become a focus of education research (Lasky, 2005; Vähäsantanen, 2015) and different conceptualisations of teacher agency have been introduced. Etelapelto et al., (2013:46) state that a lack of clarity has led to confusion and 'notions of agency have usually been loosely associated with active striving, taking initiatives, or having an influence on one's own life situation'. However, Toom et al., (2015:615) suggest a more complex conceptualisation and argue that 'agentic teachers perceive themselves as pedagogical experts who have the capability of intentional and responsible management of new learning at both individual and community levels'. As agents, they: interact with and support others; have the ability to act in new and creative ways; are able to resist external norms and regulations which conflict with professionally justifiable action; are active learners; act intentionally, make decisions and reflect on impact; and are able to develop their own expertise. Etalapelto et al., (2013:61) argue that professional agency should be 'conceptualised from a subject-centered socio-cultural and life-long learning perspective, turning attention to subjects' construction of their identity position at work, and focusing on how they negotiate agency in education and working life in order to construct meaningful careers and life courses'. They suggest that 'professional agency is needed especially for developing one's work and work communities, and for taking creative initiatives. It is also needed for professional learning and for the renegotiation of work-related identities in (changing) work practices' (p62).

Vähäsantanen (2015) has examined teachers' professional agency in the course of a specific educational reform in Finland in order to explore teachers' professional identity negotiation. It adopts the notion that teachers have 'the power to act, to affect matters, to make decisions and choices, and take stances, for example, in relation to their work and professional identities' (p3). Professional agency amid change is considered from three perspectives: teachers' opportunities to influence their own work; choices, decisions and sense-making during reform implementation; and the nature of teachers' professional identities.

There are two conclusions drawn from this study that are relevant to my thesis. Firstly, 'that teachers can both create and retard change at the micro-level of their work, even if they cannot influence large-scale change at organisational level' (Vasantanen, 2015:10). Many of the recent changes at MEC have been imposed by management without any input from teachers and my study explores how my participants have responded to these changes at the micro-level, for example the extent to which they have accommodated or undermined the process of reform.

Secondly, professional identity was seen as an important lens through which the teachers made decisions, particularly concerning their positions towards the reform. In my research I explore teachers' perceptions about their own identities and determine how this has affected how they view and respond to reform.

In an empirical study by van der Heijden et al., (2015) four characteristics are identified and explored as being necessary for teachers to be successful change agents. They argue that such teachers need to:

(i) Be lifelong learners in search of information and ideas as well as reflective practitioners;
(ii) demonstrate mastery with comprehensive skills and knowledge of teaching;
(iii) have entrepreneurial skills such as risk-taking, decision-making and the ability to motivate others;
(iv) be able to perform productive collaborations with colleagues and others.

These categories are relevant to my study and I have adopted these as a lens to explore teachers descriptions of their experiences and attitudes towards change in the research institution. This study was similar to mine in that it was an exploratory study. Data was collected through semi-structured interviews which began with questions about participants' personal backgrounds, and teachers were then asked to describe their roles as change agents. Differences between this study and my own were that the teachers worked in three different primary schools whereas my participants worked in one tertiary institution. This study drew information from teachers at all stages of their career whereas my study focused on experienced mid-career teachers. Also, the study by Heijden et al., (2015) focused exclusively on teachers as change agents whereas my study focusses more generically on change. Nevertheless, I

believe that the findings of this study form a useful basis for comparison which will be discussed in Chapter 5.

2.4.4 Educational reform and emotions

Hargreaves (2004:287) tells us:

> *Change and emotion are inseparable. Each implicates the other. Both involve movement. Change is defined as 'movement from one state to another', while emotion comes from the Latin emovere, meaning 'to arouse or stir up'. There is no human change without emotion and there is no emotion that does not embody a momentary or momentous process of change.*

Concurrent with this and central to the theme of this study, empirical research has shown that teachers experience both positive and negative emotions during periods of educational change. Schmidt and Datnow's (2005) longitudinal study in primary schools investigated the effect of reforms which focused on pedagogical practices, curriculum, school culture and school structure. They identified teachers' emotions 'ranging from the positive that included feelings of joy, enthusiasm, satisfaction, comfort, trust, confidence, validation, contentment and affirmation to the negative, which conversely, included feelings of self-doubt, worry, guilt, anxiety, stress, nervousness, boredom, resentment, frustration, unhappiness, apathy and uncertainty' (p961). They concluded that teachers' emotional reactions are a consequence of their sense-making of the reforms. More intense and negative emotional reactions are the consequence of reforms that, for example, are ambiguous and create anxiety about the unknown, or conflict with teachers' moral purposes. Teachers expressed more positive emotions, or became emotionally disengaged when they found reforms meaningful.

These conclusions about teachers' sense-making are exemplified further in Van Veen and Sleegers (2006) study of secondary school reform. They investigated how different teachers appraised reforms through the lens of emotions and depending on their own professional orientations towards their role (such as the instructional aspects of teaching, the goals of education, and the role of the teacher within the school organisation). They concluded that teachers who perceive congruence between their professional orientations and current changes react more positively than those who perceive incongruence.

These researchers have explored how a reform context influences emotions and theorise that teachers' emotional responses to reform result from the perceived differences and similarities between their personal belief systems and identities. Congruence between a teacher's beliefs and the reform context will result in positive emotion, while negative emotions will result from a perceived mismatch between the reform ideals and teachers' beliefs. This reinforces the assertion that there is a strong relationship between professional and personal identity as identified by researchers in section 2.2.3 of this study, and where there is a lack of congruence between these it may evoke an emotional response. The interrelationship between reform, emotions and identity is explored further in the next section.

2.4.5 Effect of educational reform on emotions and teacher identity

Several authors have elaborated on the effect of educational reform on emotions and identity (Hargreaves, 2004; Keltchtermans, 2005; Lasky, 2005) and there is evidence that periods of educational reform tend to particularly affect teacher identity, because of the high level of emotion involved (van Veen et al., 2005; van Veen and Sleegers, 2006). However, Denzin (2009) has suggested that the concepts of emotion as a characteristic of teaching and in understanding the professional identity remain understudied and disassociated, while Brown et al. (2014:206) assert that 'there remains much to learn about teachers' emotional demands and how these demands might contribute to establishing professional identities'. This section will explore the theoretical and empirical literature on the relationship between reform, emotions and teacher identity and its implications for this study.

van Veen et al. (2005) used a cognitive social-psychological theoretical framework to analyse the various emotions experienced by one experienced teacher in a context of reforms and to understand how this teachers' identity was affected. They adopt Lazarus' (1991) framework in which the emotions of anger, anxiety, guilt, shame, happiness or enthusiasm are used to analyse how one teacher appraises and emotionally experiences different demands. In a semi-structured interview, the participant explained his perception of his professional identity, situational demands relating to educational reform, and his concerns and emotions. Despite being a reform-enthusiast, a number of negative personal, moral and social concerns were identified by the teacher. Theoretically, this informs my study in perceiving emotions as occurring 'in the interaction between the individual and the social environment' (van

Veen et al., 2005:919) which aligns with my view of emotions as social constructions. Methodologically, semi-structured interviews were shown to be successful in eliciting and probing the participants' emotional responses to his work context which is a central aim of my research. The study also suggests that more research is needed into teachers' emotions and their workplace conditions, and my study aims to contribute to the existing body of knowledge.

Day and Kington (2008) conducted a four-year mixed-methods longitudinal study using 300 teachers in England with the aim of uncovering how various scenarios in teaching have impacted on identity over a period of time. They found that identities are neither intrinsically stable nor intrinsically fragmented; they fluctuate at different times and in different ways and depend upon the 'capacities of teachers to manage their identities within a number of scenarios' (Day and Kington, 2008:9). They describe professional, situated and personal dimensions to identity which interact, fluctuate and compete. The findings demonstrated how teachers adopt certain strategies to deal with particular circumstances, such as accommodating, tolerating, subjugating, resisting, separating, all of which have an emotional dimension.

Troman and Woods (2001) classified three types of response to curriculum reform by primary teachers.

- retreatism - submitting to the imposed changes leading to stress and anxiety and possibly leaving the job
- downshifting - reducing workload, responsibilities and status
- self-actualisation - making the most of change and looking for opportunities for development and seeking new identities through re-routeing or relocating.

These two studies inform my research by providing a background against which compare my results and assess similarities and differences in the emotions and identities of teachers based in the UK, and the Middle East. This thesis demonstrates that there are parallels between the kinds of behaviours outlined above and teachers in my study who describe positive engagement, subversion, vocal resistance and discontent. These behaviours are accompanied by varying emotions which vary over time as teachers negotiate the implications of change on their professional practice and identities. This study allows my participants to give voice to these emotions and

to reflect on the effect of emotions on their identities.

An empirical study by Darby (2008) investigated the effects of one specific educational reform initiative on emotions and professional identity employing Keltchtermans' (2005) framework of self-understanding. The findings showed that when teachers worked in collaboration with trainers who helped them to develop new instructional approaches and improve their task perception, it created positive emotions and provided them with the support to reconstruct their practice and themselves. This reflects the findings of this study in which teachers report how more successful initiatives are when teachers are involved more closely in developing the approaches required to fulfill outcomes, and receive positive instructional support.

Saunders (2013) explores the causal relationship between emotions and educational reform. Saunders (2013:305) views emotions as 'individual lived experiences that are understood, mediated and co-constructed by interaction with others and directly linked to the organisations, cultural and social contexts in which they occur'. She argues that emotions depend on the congruence between professional beliefs, values and practices and the reform agenda. Negative emotions arise where there are perceived barriers, blockages and challenges preventing teachers from achieving the goals which align with their professional beliefs. Positive emotions develop once changes have been internalised, accepted and integrated into a teacher's personal belief system and identity.

Finally, Lasky (2005) views emotions as partly biological but predominantly a social construction inextricably connected to belief, context, power and culture. She adopts a socio-cultural theoretical lens and uses Denzin's (1984) conceptualisation of emotions as 'a heightened state of being that changes as individuals interact with their immediate context, other individuals, while reflecting on past or future events' (Lasky 2005:901). Her empirical work identifies professional vulnerability during reform which arises when 'people believe they have no direct control over factors that affect their immediate context, or feel they are being "forced" to act in ways that are inconsistent with their core beliefs and values' (p901). This leads to emotions such as high anxiety, anger and fear. Her findings highlight how the teachers in her study experienced vulnerability due to a disjuncture between their professional identity and beliefs and reform mandates. Lasky's conclusion indicates that 'external meditational systems may have a deeper or more enduring effect on the formation of early career teacher

identity formation than on reshaping professional identity that is securely established' (p914).

Correspondingly, my study indicates that teachers experience vulnerability during reforms over which they have little control, reforms which are incongruent with their beliefs, or reforms which are confusing or contradictory. Changes within the research institution are accompanied by a variety of responses and emotions from colleagues, although how they express these varies according to the nature of the reform and the context. My study allows my participants to give voice to those emotions and allows them to consider the effect of this on themselves as professionals.

2.4.6 Conclusion

This chapter has reviewed the extensive literature on teacher identity, emotions and educational change exploring both theoretical debate and empirical research.

I have clarified how each of these areas is conceptualised in this study. My research attempts to move beyond the perception of identity as a static entity by viewing identity as dynamic and multifaceted, and often a site of conflict and tension. Empirical research has highlighted how emotions come to the fore in times of change and how both positive and negative emotions have a role in identity negotiation. I have discussed Lazarus' (1991) theory of emotions, his classification of emotions and the notion of primary and secondary appraisal; his framework will be used to explore the emotions of teachers in this study. I have explored recent literature on educational reform, described how much of this is driven by policy and discussed the effect of this on teachers as professionals.

This review of literature revealed gaps within the research on change, emotion and identity particularly with regards to the need for investigating the effect of change on mid-career teachers. Additionally, this study contributes to the body of literature which investigates change in a variety of contexts by focusing on change in the Middle East. Having reviewed the extensive literature, I opted to focus my research on the experiences of six mid-career English teachers in one institution. The following chapter outlines the research design and methods used.

CHAPTER THREE – METHODOLOGY AND RESEARCH DESIGN

3.1 Introduction

My literature review explored existing research, uncovered the findings of previous empirical work and set the parameters of enquiry for this study. Building on the review's findings, the purpose of this chapter is to introduce the methodology informing my own study. The methodology will explain and justify the methods used in my research and situate me, as the researcher, in the empirical world (Clough and Nutbrown, 2007). This chapter outlines the aims of the research, its theoretical positioning and the methods used in data gathering. Throughout this chapter I describe the research process with a view to demonstrating how the credibility of the research was considered at all stages. I begin by presenting the rationale, aims and objectives of the study and research questions and by locating the researcher within the research process. I then outline the qualitative nature of the study and examine the theoretical paradigms and research methods employed. Finally, I discuss the ethical considerations.

3.2 Rationale

3.2.1 Research Aims

This study aims to gain a deeper understanding of the way in which reform in education affects teachers' emotions and identities. There are two main reasons why I decided to pursue this research and much of my interest has been informed by the work of Andy Hargreaves (1994; 1998; 2000; 2005; 2006) who has written extensively on the topic of reform and emotion.

The first reason relates to my personal experience as a teacher working in a variety of teaching contexts and experiencing numerous examples of educational reform. These reforms have ranged from externally mandated reforms implemented by governments, education authorities or the institution itself, to internal reforms brought about by changes of leadership, departmental goals and personal innovation. Some changes I have experienced have been imposed, whilst others have been embedded in my day-

to-day work as a teacher. However, I have come to recognise through on-going reflection that all changes evoke an emotional response in me which can be positive or negative, depending on the nature of the change itself, and the manner in which it is implemented. I agree with Hargreaves (2004:287) that 'change and emotion are inseparable'. This belief has kindled my enthusiasm for exploring other teachers' perceptions and experiences of the emotions of change, and to attempt to interpret what effect this has on us as practitioners and professionals over time. I have witnessed my colleagues' emotional outbursts and I have listened to their comments, positive, negative and ambivalent. However, my current interpretations are speculative and based on subjective observations. Therefore, this study aims to explore, through empirical research, my colleagues' personal perceptions, understandings and interpretations of the effect of change on their emotions.

The second reason for this research relates to the effect of change and emotions on my personal self-image and how I have significantly changed how I view myself professionally. Through self-reflection, I have realised that the identity that I currently hold about my professional self is significantly different to the identity I held when I entered the profession. As the pace of change in education has increased, and the majority of changes appear to have become externally imposed, I feel that I am being progressively deprofessionalised. My identity as a caring, skilled, creative and student-centred teacher has been eroded as I feel myself becoming increasingly managed and my practice 'technicised', the focus being on prescribed curriculum 'delivery'. In addition, I believe there are times when I experience what Hargreaves (2004:289) calls 'repetitive change syndrome' and emotional disappointment which stems from 'the repetitive, contradictory and evanescent nature' of much reform. Hargreaves (2004:289) adds that 'the patterns of repetitive change syndrome are particularly felt by an ageing and maturing workforce where later career teachers are more likely to respond to repetitive change through disengagement from, disenchantment with or cynicism about educational change in general'. I have also sensed a similarly increasing sense of disillusionment and vulnerability in colleagues, although these perceptions are subjective. A second aim of this study is to explore how teachers perceive their own professional identities and how these may have changed as a result of their emotional responses to reform agendas.

In summary, this research focuses on exploring how a sample of my colleagues who are mid-career teachers and established in the institution perceive their own emotional responses to change, how this affects them and how these emotions impact on their identity negotiation. My current assumptions are entirely speculative; therefore, implicit in these aims is an attempt to understand the effect of change from the teachers' perspective and to view the events, experiences and perceptions through their eyes (Bryman 2008). Appropriate research methods will be chosen which will allow my participants to comfortably and openly give voice to their thoughts, perceptions and interpretations of recent changes which have taken place in the research institution and the effect of these changes on their emotions and identity.

3.2.2 Research objectives

The main objectives of this study are:

- To contribute to the existing body of empirical research which focuses on teacher emotions in a context of change.
- To contribute to the ongoing debate concerning the factors affecting teacher professional identity.
- To contribute to the empirical work on teacher professional identity with a particular view to filling the gap on the negotiation of identity in mid-career teachers.
- To foster a better understanding how teachers are affected by change which could serve as the basis for developing strategies that would promote successful and positive identity negotiation.

3.3 Research questions

The guiding research question for this inquiry is:

How are teacher's emotions and identities affected by educational change?

The following sub-questions will be answered:

- What is the effect of change on teachers' emotions?

- In what ways do teachers respond to change ?
- How do teachers interpret their identities?
- What factors and experiences affect teachers' understanding of identity negotiation?

3.4 The Researcher

My reflections as a teacher have shaped my understanding of the notion of identity, and the views I have come to hold about myself. During the past 30 years I have experienced a wide range of educational changes and reforms in different contexts which have evoked an array of emotional responses. My interest in teacher emotions and identity was initiated when I started to reflect on the effect that these continual changes were having on me. I began to think about how living through these changes was gradually changing my beliefs and practices about what it means to be a teacher. I also became aware that I hold not one identity, but multiple identities which come to the fore in different contexts and under different circumstances, and which change over time. Given the context in which I am teaching (where my students' experiences in high school have been traditional, rote learning models) I believe that my perceived role is that of organiser and administrator, someone who plans and orchestrates the lesson and imparts knowledge, and is an expert in their subject. From time to time I adopt this identity particularly with new students because they appear to be more comfortable with this approach. However, my own deep-rooted beliefs about education are much more focussed on being student-centred, and for students to be active in their own learning. My identity in the classroom is most often that of a facilitator and supporter of learning. This identity has become much more dominant since the introduction of technology, particularly since the introduction of 1-1 devices which encourages individualised learning. During the course of a working day I may be required to adopt all of these identities, thus my identity is 'fluid and shifting from moment to moment and context to context' (Akkerman and Meijer, 20011:310). As a long-standing member of the college with additional responsibilities, my identity when working with other teachers is often as leader, supporter and mentor. This identity has come to the fore particularly since recent changes to curriculum and assessment, and the intensification of our roles as additional tasks have been added. This has led me

to question how other experienced teachers perceive the effects of reform on their emotions and identities and what views they hold.

Vickers (2002) highlights how researchers will often engage in research that is connected to their personal history and interests. This can place them in the position of an insider and allows, for example, 'insights into processes, phenomena, and individual, cultural, or group dynamics that others cannot witness' (Vickers, 2002:619). As a teacher working in the institution in which my research takes place, it is important to locate myself as researcher in the proposed study and to acknowledge my subjective position. There are inevitably advantages and disadvantages facing educational researchers investigating the places where they work (Glesne, 2011; MacLure, 1996; Mercer, 2007). Taylor (2011) highlights certain advantages of conducting research with a degree of proximity to the people and culture under the investigation, which affords a deeper level of understanding. Other advantages include:

> *'closer and more regular contact with the field; more detailed consideration of the social actors at the centre of cultural phenomenon making access to, and a selection of, research participants easier and better informed; quicker establishment of rapport and trust between researcher and participants; and more open and readily accessible lines of communication between researchers and informants due to the researchers continuing contact with the field' (Taylor, 2011:6).*

Chavez (2008) acknowledges the advantages and liabilities of being an insider or outsider, but also reminds that qualitative researchers can never be assured that their observations, interpretations and representations are not affected by their own identities and positionalities. Charmaz (2005:513) similarly cautions that 'researchers themselves must be reflexive about how they represent participants' constructions and enactments'.

Merriam et al., (2010:406) assert that 'all researchers begin data collection with certain assumptions about the phenomenon being investigated, situations being observed and people to be interviewed', while Punch (2009:45) refers to the researchers' positionality, and that 'the 'lens' of the researcher is always involved in the analysis of data, and of its interpretation and representation'. I acknowledge that one of the challenges of research is determining how the researcher deals with their prior

assumptions and 'the researcher needs to decide how and in what way his or her personal understandings will be introduced into the study' (Creswell, 2007:62). On the other hand, Van Manen (1998) argues that the voice reporting qualitative research should be the personal voice of the situated author with a story to tell.

In planning the proposed study, I have recognised and scrutinised my position in order to maximise the advantages. Whilst I have selected to research within my own institution, I am aware of the disadvantages and potential lack of objectivity. However, I believe that these disadvantages are outweighed by my familiarity and detailed understanding of the working context, having worked in the UAE tertiary sector for nearly 20 years. This provides me with an insider perspective and profound knowledge of the historical and practical systems and structures of the work environment, as well as historical knowledge of the people and culture of the institution. In addition, the convenience, ease of access, professional relevance and insider knowledge outweigh the disadvantages of bias, subjectivity and possible vested interest in the results. I have minimised the effect of 'intimate insider' research (Taylor, 2011) by using participants who are not well known to me, but with whom I am more likely to have rapport than a researcher who is an 'outsider'. I also acknowledge that my perspective is not a definitive interpretation, but only one way in which the data can be collected and interpreted.

3.5 Research Paradigm

According to Mackenzie and Knipe (2006) approaches to educational research have become far more complex in recent times and the number of research methods has increased dramatically. Literature on research methods provides advice on how the research process should be conducted. Chamberlain (2000:295) advocates a strategic process to research planning in which researchers should decide on their epistemology before selecting the theoretical perspective, prior to choosing the methodology and finally determining the specific methods appropriate to the study. He believes that doing this ensures that the ontological and epistemological considerations become explicit and promote a more theoretical approach to research. A similar process is advocated by Crotty (1998) who identifies four questions which form the basic elements of the research process, with each question constraining the choices of the question following:

- What epistemology informs the theoretical perspective?
- What theoretical perspective underpins the methodology?
- What methodology governs choice and use of methods?
- What methods are proposed?

This has been summarised in Table 3:

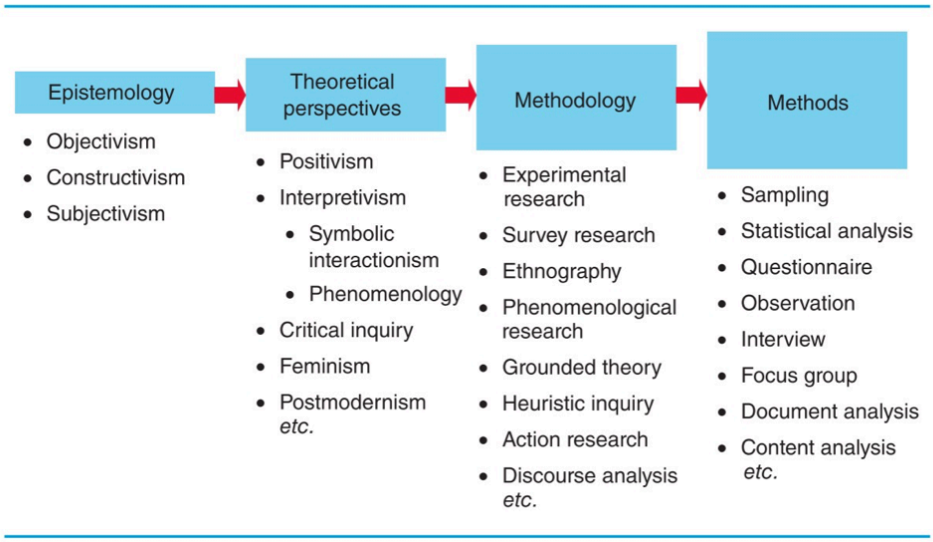


Table 3: Relationship between epistemology, theoretical perspectives, methodology and research methods. (Gray, 2014)

However, the literature frequently contains inconsistent, overlapping or contradictory definitions for terms such as paradigm, methodology and research method and the distinctions between these concepts are blurred (Gray, 2014). I therefore believe it is important to summarise my understanding of these terms as well as explicitly outlining both my choices, and the reasons for my choices in terms of my theoretical interests, so that my research may be held up for scrutiny. I will begin by outlining my beliefs on the nature of knowledge. Constrained by this belief, I will outline my theoretical perspective and my basic assumptions about how teachers develop and transform their professional identities, explaining the application of my theory on studying teacher identity and emotions. Thirdly I will describe my methodology, and the general research strategy about how my research is to be undertaken. Finally, and constrained within this methodology, I will justify my proposed methods of data collection.

3.6 Ontological and Epistemological assumptions

Ontological assumptions are those which 'concern the very nature or essence of the social phenomena being investigated' (Cohen et al., 2007:7). Ontology is the science or study of being and is concerned with the 'kind of world we are investigating, with the nature of existence, with the structure of reality' (Crotty, 2003:10) and our ontological assumptions underpin the logic of the research process. Guba and Lincoln (1989:83) argue that our ontological assumptions answer questions such as "What is there that can be known?" or "What is the nature of reality?"

In deliberating on my own ontological assumptions, I have considered the nature of reality in my research and whether there are any truths to be discovered. Positivists tend to assume that there is no difference between what we see and how things really are and that the world is real and neither mediated by our senses nor socially constructed. In contrast, 'interpretive researchers regard individuals as able to construct their own social reality, rather than having reality always be the determiner of the individual's perceptions' (Gage,1989:5). Society is the result of an inter-subjective experience and the researcher's goal is to understand the process whereby shared reality is made, maintained and changed. Thus reality is socially constructed (Ernest, 1994). My research therefore investigates the social world where individuals have their own thoughts and interpretations of meaning which aligns with an interpretivist ontology.

Epistemology is concerned with whether and how we can have knowledge of reality and 'provides a philosophical background for deciding what kinds of knowledge are legitimate and adequate' (Gray, 2014). An objectivist epistemology holds that reality exists independently of our consciousness and research aligned with this epistemology aims to discover an objective truth. Holding an objectivist epistemological stance frequently leads researchers to adopt a positivist or post-positivist stance in which researchers aim to achieve the absolute truth (Egbert and Sanden, 2013). In contrast, constructivism rejects this view of human knowledge and views truth and meaning as being created as subjects construct their own meaning. Thus there may be multiple, contradictory but equally valid accounts of the same phenomenon (Gray, 2014). Within a subjectivist epistemology 'knowledge is based on

an individual's perception of an object or event, regardless of the attributes of the attributes of the object or event itself. Therefore, knowledge is considered to exist in a realm of uncertainty; nothing can exist as a permanent Truth because one's perceptions can change, altering what an individual knows' (Egbert and Sandon, 2013:22). As with constructionism, such a stance acknowledges that there are multiple and diverse interpretations of reality.

In considering each of these possible epistemological stances, I align with an interpretivist view that knowledge and truth are created or constructed; the world and its objects may have potential meaning, but actual meaning only emerges when consciousness engages with them (Crotty, 2009). Egbert and Sandon (2013:21) assert that 'belief in a constructionist epistemology results in the rejection of the notion of objective truth' and I therefore reject an objectivist epistemology. I perceive that individuals share certain common knowledge based on their experiences but I have also observed that multiple truths exist, depending on the experiences that have led to knowledge construction. This is particularly pertinent to my research which attempts to uncover and explore teachers' individual emotional responses to change.

Before making a final decision regarding my approach, I considered the philosophical debate surrounding constructivism and social constructionism, terms which are frequently confused or used interchangeably in the literature. Young and Collin (2004:375) provide succinct definitions and distinguish between constructivism which 'focuses on meaning making and the constructing of the social and psychological worlds through individual, cognitive processes', and social constructionism which 'emphasises that the social and psychological worlds are made real (constructed) through social processes and interaction'. Constructivism views reality as something that is constructed in our heads and invented by individuals. I tend to oppose these views because I believe that our world is socially determined and that context plays an important role in determining how we construct our knowledge of a phenomena. I believe that communication is an integral part of our knowledge construction and I agree with Berger and Luckman (1966) that we socially construct our reality by the use of shared and agreed meanings communicated via language. This study is therefore underpinned by a social constructionist epistemology (Burr, 1995).

Social constructionist theory holds that our beliefs about the world are social inventions and places emphasis on social interpretation and the influence of language, family and culture (Hoffman, 1990). Social constructionism gives discourse a central role in the construction of self and the world (Jupp, 2006). Constructionism suggests that there is no objective truth to be discovered, but that meaning of various phenomena is constructed through engagement with life experiences and situations (Crotty, 1998). Social constructionist researchers use participants' descriptions of experience rather than on expert knowledge.

This is supported by Hoffman (1990:3) who states that:

> *Social construction theory posits an evolving set of meanings that emerge unendingly from the interactions between people. These meanings are not skull-bound and may not exist inside what we think of as an individual 'mind'. They are part of the general flow of constantly changing narratives.*

Gergen (1985:267) concurs that the process of understanding is not automatically driven by nature, but is 'the result of an active, cooperative enterprise of persons in relationship', thus engagement with others is an integral part of knowledge and understanding. Gergen (1985) cites a number of empirical studies in which conceptions of objects, entities, processes and knowledge have varied over time and space illustrating that there are historical and cultural variations in understanding of the same concept. I believe that knowledge and understanding are historically and culturally situated and therefore subject to transformation over time and place.

Empirical studies on identity are frequently aligned with the modernist epistemology whereby the researcher, from an objective viewpoint, is considered to be in the best position to describe influences on identity formation. Social constructionism challenges this approach, changing the focus to the teachers themselves who are considered as being in the best position to describe their experiences regarding their identity development. The emphasis is on how people perceive their experiences, and not whether their reports accurately reflect 'reality'. This creates possibilities for multiple meanings and perspectives to be fully explored. This epistemology provides me with a lens that enables awareness of the socio-cultural context as well as the way in which experiences are perceived. A social constructionist framework will enable me

to remain flexible and open regarding the experiences of participants and remain aware of any personal biases.

Akkerman and Meijer (2011:309), in reviewing research into identity highlight that in post-modern approaches, identity is 'no longer seen as an overarching and unified framework, but instead as being fragmented along with the multiple social worlds that people engage in'. They refer to the views of Gergen (1991), a socio-constructionist thinker who describes how individuals simultaneously participate in different discourse communities, and split themselves into 'multiphrenia' (the splitting of oneself into a multiplicity of self-investments). This research aligns with my own views of social reality and a world in which I believe individuals take on different identities both within and outside the workplace. As researcher, I will attempt to explore the complexity of my participants' views. This emphasis on participants' descriptions and multiple realities makes social constructionism an appropriate approach for this study.

3.7 Theoretical Perspective

Crotty (2009) refers to a theoretical perspective while other authors refer to this as a paradigm. A theoretical perspective or paradigm can be defined as a whole way of thinking about knowledge and research (Holliday, 2007). It is sometimes referred to as a worldview (Creswell, 2009) or a set of assumptions (Punch, 2009). It is a philosophical stance concerned with how we view the human world and the social life within it. Our theoretical perspective can also be viewed as a lens through which researchers try to understand phenomena (Cohen et al., 2007). Neuman (1997: 62) describes a paradigm as a 'basic orientation to theory and research', including the basic assumptions that guide a researcher and their beliefs about what constitutes good research. Pring (2000) advises that the choice of paradigm is the first step and this will determine choices regarding methodology, methods, literature or research design. Thus good research will state the approach and reflect appropriate selection of research instruments related to that paradigm. Mackenzie and Knipe (2006:4) agree that the precise nature of the research is determined by the theoretical framework, or paradigm, which underpins it:

> *It is the choice of paradigm that sets down the intent, motivation and expectations for the research. Without nominating a paradigm as the first*

step, there is no basis for subsequent choices regarding methodology, methods, literature or research design.

My theoretical perspective is woven into my ontological views of reality and my research clearly sits within the interpretivist paradigm which includes a variety of qualitative research approaches, including symbolic interactionism, phenomenology, hermeneutics, social constructivism and naturalistic approaches (Creswell, 2009; Crotty, 2009). Despite these differing approaches, 'they are united by their common rejection of the belief that human behaviour is governed by general, universal laws and characterised by underlying regularities' (Cohen et al., 2007:19). Cohen et al. (2007:21) add that the 'central endeavour in the context of the interpretive paradigm is to understand the subjective world of human experience', and central to this is the assumption that human beings are 'social beings who create meaning and who constantly make sense of their worlds' (Neuman, 1997: 83). Laverty (2003:26) states that the interpretivist framework of inquiry supports the ontological perspective of the belief in the existence of not just one reality, but of multiple realities that are constructed and can be altered by the knower. Reality is not something 'out there', but rather something that is local and specifically constructed. Thus interpretivist methodologies seek to portray a world in which reality is socially constructed, complex and ever-changing.

3.8 Methodology

Having established an interpretivist theoretical perspective that is congruent with my epistemology, I now move on to discuss the research methodology that emerges from such a stance. I was originally attracted to symbolic interactionism as a perspective through which social reality and human behaviour are conceptualised as symbolic, communicated and subjective (Blumer & Kuhn, 1991). I believe that its emphasis on the construction of meaning, and on relationships and social interaction make it relevant to the study of teachers and teaching. Symbolic interactionism locates meaning in social practice which aligns with my social constructionist views of reality. Jeon (2004) describes Blumer's methodological position for symbolic interactionism, and maintains that to understand the world one must analyse it in terms of the participants' actions and interactions. According to Jeon (2004:251) the researcher 'must be able to actively interact with the persons being researched and see things

from their point of view, and in their natural context. Therefore, when applying a symbolic interactionist approach, the researcher needs to be actively engaged in the world of the study through participant observation'. However, my research aims to understand the effect of change in teachers' lives on their emotions and identity, neither of which are observable phenomenon and I therefore rejected a symbolic interactionist approach.

A further consideration was whether to adopt an ethnographic or phenomenological approach both of which are based on description and interpretation. Ethnographic research focuses more on analysing the culture of sites and the behaviour of individuals within those sites, whereas phenomenology focus on individuals (Gray, 2014). I therefore decided that phenomenology was a more appropriate approach for my study. A full discussion of phenomenology and the various schools of thought that have developed in the phenomenological paradigm is beyond the scope of this thesis. However, I believe it is important to provide a brief overview, to acknowledge the key issues of debate and to clarify some of the terms in order to establish my understanding and explain why I chose to adopt a phenomenological methodology in this study.

3.9 Phenomenology

According to Kafle (2011), phenomenology is an umbrella term for a philosophical movement and a range of research approaches which was initiated by Husserl (1859-1838). Husserl framed it primarily in philosophical terms, specifically as the 'study of 'essences', of transcendental, ideal structures of consciousness' (Henriksson and Friesen, 2012:2) and saw it as a way of reaching true meaning through penetrating deeper and deeper into reality (Sloan and Bowe, 2014). When applied to research it becomes the study of the nature and meanings of phenomena (Finlay, 2009). Epistemologically, phenomenology is concerned with the study of the experiences and its interpretation from the perspective of the individual (Kvale, 1996; Van Manen, 1998) and its purpose is to 'reveal the hidden meanings, or essences, of a phenomenon by comparing individual experiences and describing the commonalities' (Sullivan, 2009:379). Phenomenology acknowledges that different people participating in an event in their lives may give it radically different meanings (Willis, 2004) and therefore

seeks to preserve the uniqueness of each lived experience of the phenomenon (Banonis, 1989).

Phenomenology holds that 'any attempt to understand social reality has to be grounded in people's experiences of that social reality' (Gray, 2014:24) and thus supports my social constructionist epistemology. Gray (2014) offers the following summary of the phenomenological approach:

Basic beliefs

- The world is socially constructed and subjective.
- The observer is a party to what is being observed.
- Science is driven by human interests.

The researcher should

- Focus on meanings
- Try to understand what is happening
- Construct theories and models from the data (inductive approach)

As these basic beliefs align closely with my own epistemological and ontological understandings, this study is conducted within in the phenomenological research tradition.

The purpose of my research is to uncover my participants' perceptions of their emotions and identities; these notions are beliefs and states of mind that are not necessarily reflected in people's actions and behaviours. Furthermore, I attempted to uncover how my participants perceive that their emotions and identities were affected by ongoing change. Thus the 'phenomena' of my investigation were unlikely to be observable and to gain access to them I needed to uncover and explore the experiences of my participants. I believe that my participants are active and reflexive constructors of their own worlds. Therefore, in order for me as researcher to understand my participants' experiences, perspectives and understandings, and to make meaning of these I needed a research method which enabled my participants to share and articulate their views with ease, and enabling me to gain an insight into their experiences. The purpose of my research was to explore teachers' emotional

responses to educational change and its effect on their professional identity, which therefore required an interview that would uncover these perceptions

3.10 Semi-Structured Interviews

The primary method of data collection in this study was semi-structured interviews based on a small sample of six with the aim of helping me gain an understanding of the perspective of my participants. Legard et al. (2003) describe the key features of qualitative interviews which I needed to be aware of when planning the interview process. Firstly, interviews should have an underlying structure which is sufficiently flexible to cover the required topics and allow the responses to be fully probed and explored. Secondly, interviews should be interactive between researcher and participant. Thirdly the researcher should use a range of probes and other techniques to achieve depth of answer in terms of penetration, exploration and explanation. This could include reasons, feelings, opinions and beliefs. Finally, interviews should be generative in the sense that new knowledge is created.

Brenner (2006:362) offers techniques which 'encourage informants to talk expansively on the interviewer's topics' and which were borne in mind when developing my questions. Firstly, she stresses the importance of the opening stance of the interview which 'signals the state of knowledge of the interviewer and sets the tone for the subsequent interview' (p.363). Secondly, she suggests posing longer questions which can signal that a longer answer is required and gives interviewees more time to collect their thoughts. Furthermore, Brenner advocates two ways of framing questions with the purpose of eliciting rich information: (i) prefacing a question with an illustrative example helps participants describe their own experiences (eg. One recent example of change was ……. Can you describe other recent changes that have affected you?); (ii) by using presupposition questions which raise a topic and presuppose that the participant has something to say (eg. Many teachers have expressed emotional responses to recent changes. How have you felt emotionally about some of these changes?) I was also mindful of van Manen's (1990) advice that I should ask my participants to think of a certain event or situation and then ask them to explore the experience to the fullest. This meant asking questions such as:

"How did you decide to …."

"How did you feel about ….?"

"In what way….?"

"Can you give an example of….?"

"What was it like to….."

Van Manen (1990) further cautions that it may not be necessary to ask too many questions and that silence can often be a more tactful way of prompting recollections. Questions may only be necessary when the interviewee begins to generalise about the experience and at such times it was necessary to refer participants back to concrete experience.

Finally, Glesne (2011) advises that interview questions should not be confused with the research questions. Although related, interview questions tend to be more contextual and specific and should aim to provide information which allows the researcher to answer the research questions. All of the above were borne in mind when formulating my interview questions which are shown in Appendix 1.

According to Fetterman (1989) it is necessary to spend prolonged, or repeated, periods with someone in order to get to know them beyond a one-off interview and to gain a greater understanding of their views and experiences. This study adopts an approach described by Seidman (2006) who advocates that phenomenological researchers should conduct a three-interview series. The first interview establishes the context of the interviewee's experience; the second allows participants to construct their experience; the third encourages reflection on the meaning it holds. I will now discuss these stages in more detail describing the methods I used and why these were applicable to achieving the aims.

Stage 1: Establishing context through a brief life history

In the first interview, my role as interviewer was to put the participant's experience in context by asking questions that enable them to reconstruct earlier experiences relevant to the research topic. This study explores teachers' emotional responses to educational change and its perceived effect on their identities; my questions therefore needed to enable my participants to describe their prior experiences of change. This is because people's behaviour only becomes meaningful and understandable when placed in context (Seidman, 2006).

Merton et al. (1990) distinguish between two types of personal context. The first is the idiosyncratic context which refers to highly personal circumstances and associated attitudes which occur rarely even within a relatively homogenous group. The second is role context which is built up of experiences that are common amongst people occupying a certain social status and helps to account for relatively frequent responses to a situation. The implications for this study are that as researcher I needed to interpret how prior experiences, backgrounds and dispositions of my participants affected the meanings that they ascribe to particular situations. This reinforced the need for me to establish and understand my participants' personal contexts. Because the topic of this study is teachers' emotional responses to change and their perceived effect on their identity, my questions needed to focus on participants' experiences of changes in education both prior to joining and during employment at the college.

A final consideration is that the context within which my study is conducted is well known to me as I have worked in the college for eighteen years. As a long-standing faculty member I have experienced the same working environment and same institutional changes as my participants. Whilst I recognise and acknowledge that there are likely to be some variations in our experiences due to differing roles depending on membership of teams and sub-communities within the workplace, my position as an insider gave me detailed insight into the day-to-day context of my participants and I believe that I was better placed to understand and interpret their views than an outsider.

Stage 2: Description of the experience

The purpose of the second interview was to focus on the participants' descriptions in the topic area of study, and to reconstruct the details (Siedman, 2006). For example, I asked my participants to think about a specific event when they were required to be involved in change, and asked for descriptions about their experience as a way of eliciting the details.

Interviewing is frequently the main method of data collection in phenomenological research as it allows the participants' descriptions to be explored, illuminated and

probed (Kvale 1996). Laverty (2003) therefore advises that the questions are generally very open, with a follow-up discussion being lead not so much by the researcher, but by the participant. According to Seidman (2006:15) phenomenological interviews use open-ended questions whose 'major task is to build upon and explore their participants' responses to those questions'. Therefore, in conducting these interviews, I adopted open-ended questioning as I aimed to create a space in my research for others to share their own experiences, and to provide a detailed and accurate description of their experiences.

Rapley (2001:315) advocates the use of topic-initiating questions and follow-up questions to elicit general and specific information. The topic-initiating questions introduce the topics of talk on which the interviewer would like the interviewee to focus. The follow-up questions provide 'the possibility to gain very detailed and comprehensive talk on those specific topics. They constantly seek 'to unpack' the prior talk, and allow a multiple number of issues, or 'mentionables', that the interviewee raises to be explored and/or followed up'. By planning my questions carefully, I aimed to ensure a balance between maintaining control of the topics discussed, and allowing my participants to describe the specific details of their experiences.

Stage 3: Reflection on the meaning it holds

In the final interview participants were asked to reflect on the meaning of their experience and it addressed the intellectual and emotional connections between participants' work and life. It required that participants look at how factors of their lives have interacted to bring them to their present situation. Importantly, Siedman (2006:19) adds that:

> *the combination of exploring the past to clarify the events that led participants to where they are now, and describing the concrete details of their present experience, establishes conditions for reflecting upon what they are doing now in their lives. The third interview can be productive only if the foundation for it has been established in the first two.*

Moustakas (1994:13) adds that 'the reflective-interpretative process includes not only a description of the experience as it appears in consciousness but also an analysis and astute interpretation of the underlying conditions, historically and aesthetically,

that account for the experience.' The underlying purpose of the third interview was to enable me to understand the substance and 'essence' of the experience.

All interviews were recorded and transcribed by me. At each stage participants were requested to review recordings and transcripts with the aim of improving accuracy of meaning. This will also facilitated discussion of topics raised in previous interviews. After transcribing the interviews they were uploaded to NVivo software for analysis.

3.11 Participant selection

This study adopts an idiographic approach which attempts to say something in detail about a particular group, rather than a nomothetic approach which makes general claims for a wider population (Smith and Osborn, 2008). My research participants were selected using purposive sampling (Leedy and Ormrod, 2010; Punch, 2009), a form of purposeful sampling (Seidman, 2006) that seeks to maximise the depth and richness of the data to address the research question (DiCicco-Bloom and Crabtree, 2006). This is important from a phenomenological perspective because 'participants in the study need to be carefully chosen to be individuals who have all experienced the phenomenon in question, so that the researcher, in the end, can forge a common understanding' (Creswell, 2007:62). Therefore, I am aware that I deliberately selected participants to answer my research questions, and I acknowledge that this sample will not necessarily represent the wider population (Cohen et al., 2007). My participants were selected from one department of one college and having worked in the college for 18 years, I had the benefit of easy access to participants (Punch, 2009).

I selected participants for a specific purpose, namely the exploration of emotions and identity transformation of established mid-career teachers in a change context. I therefore selected by applying certain criteria (Creswell, 2009). From a possible pool of 25 teachers working in the General Education Department, I identified teachers who had taught in the research institution for at least 5 years, aged 35 or over. I was interested in exploring emotions and identity negotiation in mid- and late career teachers rather than new entrants to the profession, therefore I used the lower age limit of 35. I was interested in uncovering how teachers' identities continue to be negotiated in an established work context, therefore I excluded teachers who had

joined the research institution within the past 5 years. I adopted Walford's (2001) four-step process for gaining access to participants, of approach, interest, desire and sale. My initial approach was made by email (Appendix 2) to all potential participants who fell within my criteria. Of the possible pool of 11 teachers, 8 responded and indicated an interest in participating. I set up an informal meeting with each potential participant individually at a mutually convenient time and place which was in all cases a meeting room on campus which was booked in order to ensure privacy and avoid interruption. I explained the background to and purpose of my research and what the interviews would entail in terms of timing and content. Teachers were informed that interviews would be recorded and transcribed and assured of anonymity and confidentiality at all stages. They were also informed that some of their comments could be cited in my thesis and further published material, and that they could withdraw from the process at any time. At this stage, one teacher decided to withdraw from the process. Another expressed reservations about whether she was willing to discuss her feelings about the workplace and so I decided not to go ahead with further interviews. This left me with six teachers who indicated a desire to continue and who signed the consent form (Appendix 3).

This study was committed to providing a detailed interpretive account which focuses on depth of information rather than breadth of sampling. A sample size of six participants is acceptable in general phenomenological procedures (Creswell, 2009; Moustakas, 1994) and sufficient to reveal the nature of the phenomenon. I aimed to identify participants who would enhance my understanding of the research topic (Devers and Frankel, 2000) and a sample size with which I could effectively work (Silverman, 2000). I believe that a sample size of six was slightly larger than required and therefore overcame potential attrition of participants during the research process, although in this study all participants continued throughout. At the start of each interview participants were reassured of confidentiality (Appendix 4) and throughout the interview and write up stage they were encouraged to read and comment on draft and final versions.

3.12 Thematic Analysis

This study adopts a thematic analysis approach. Thematic analysis can be used for 'systematically identifying, organising, and offering insight into patterns of meaning

(themes) across a data set' (Braun and Clarke 2012:57). This is important because although raw data is interesting it does not help the reader to 'understand the social world under scrutiny, and the way the participants view it, unless such data have been systematically analysed to illuminate an existent situation' (Basit, 2003:144). Thematic analysis therefore enabled me to see and make sense of the meanings and experiences of my participants. The underlying purpose is that 'the end result of a thematic analysis should highlight the most salient constellations of meanings present in the data set' (Joffe, 2012:209). Thematic analysis aligns with my social constructionist perspective because there is emphasis on safeguarding the social reality of participants, rather than replacing it with a fictional reality that is the researcher's construct (Fereday & Muir-Cochrane, 2006).

My decision to use thematic analysis arose during the process of transcription and my subsequent detailed familiarisation with the data. As I listened I noticed that similar experiences, emotions and perceptions were described by different participants. In thinking about analysing the data I decided to group these together to make 'themes'. The notion of themes is fundamental to the process of thematic analysis and Braun and Clarke (2006:10) state that 'a theme captures something important about the data in relation to the research question'. Joffe (2012:209) explains that themes can contain *manifest* content which is directly observable, and *latent* content which is implicit. I was therefore aware of this during the analysis of my data. An example of manifest content was a teacher specifically stating an emotion. For instance, Martin stated "It made me feel very angry" and Zara said "I think that created a lot of anxiety". Identifying the emotions of my participants in latent content included interpreting their tone of voice or reference to feelings and behaviour without mentioning the specific emotion. For example Martha described how she felt about changes to the assessment practice. She said "I talked a lot about it at home. I remember it was driving my husband crazy because that was all I would talk about at dinner. And I was thinking about it all the time so I couldn't sleep; I felt no one would listen". Although not specifically stated, I interpreted from this teacher's tone of voice and further analysis as she described her response that she was upset and saddened by the episode she described.

According to Joffe (2012:213) 'thematic analysis is best suited to elucidating the specific nature of a given group's conceptualisation of the phenomenon under study'.

I chose my themes because they captured an important aspect related to my research; for example the way in which teachers responded emotionally to change, or the way in which they think their identities have changed. Braun and Clarke (2012:57) highlight that 'identifying unique and idiosyncratic meanings and experiences is not the focus of thematic analysis' and therefore I did not include descriptions which did not fall into themes.

As I worked with my data I went through several phases which are adapted from the stages outlined by Braun and Clarke (2012) and are described in detail below. Whilst these imply a linear sequence of tasks, in reality my analysis was an iterative process with considerable areas of overlap and repetition of phases. This concurs with Willis' (2007:202) view that thematic analysis is 'a nonlinear, recursive (iterative) process in which data collection, data analysis and interpretation occur and influence each other'.

Phase 1: Familiarising myself with the data

This was achieved through the process of transcribing verbatim the spoken dialogue from audio files to typed text which involved listening to the interviews numerous times and repeating small chunks where necessary. Although immensely time-consuming, I believe this to have been a vital stage in the process allowing me to interpret tone of voice, emphasis, speed and pauses. There were times when I felt I was still in the interview and I could visualise the teachers' body language and gestures all of which add meaning and which would not be apparent from typed text. Where meaning was unclear this involved further clarification from participants.

The transcription process produced 59,960 words of text from 18 interviews. I initially considered manual analysis which I have used in the past but I was mindful that a large amount of written data would be unwieldy. I also considered using Microsoft Excel to organise my data although this does not have the capacity to code themes. My final decision was to use computer assisted qualitative data analysis (CAQDAS). This has the advantage of being able to handle extremely large amounts of data and allowed me to move and manipulate data when I wanted to merge or separate themes for example. I selected NVivo software and I shall describe how I used it in each of the phases below.

Phase 2: Generating initial themes

As I completed phase 1 certain themes relevant to my research question came to the fore such as specific change episodes or clearly stated emotions and these became the initial themes. An example of some initial themes identified from texts are shown in Appendix 5. I uploaded all my data to NVivo, then worked through each interview reading it carefully. As I identified a theme I added the relevant section of text to a 'node' which is a physical holding space for data. Each node was named, and each node was assigned a 'Description'; these describe the attributes, purpose or contents of the node which is important in thematic analysis as it sets the boundaries of the theme and ensures that coding is consistent. Examples of nodes and descriptions are shown in Appendix 6. I worked my way systematically through all texts, giving full and equal attention to each participants' responses, which is stressed as an important factor in thematic analysis (Braun & Clarke, 2006; Joffe, 2012).

As an inexperienced coder, this process took a considerable amount of time; it was necessary to revisit my full data numerous times, and on occasions to return to the spoken recordings. In addition, I was also new to using coding software and thus there were several false starts and the process needed to be repeated. However, with practice I became more adept at identifying themes and using the software. This phase also involved making decisions about, for example, when to introduce a new theme or whether themes should be considered in their own right or as a sub-theme. Not all data was useful; some was not relevant to the topic under study, some was repetitive and some did not generate comment. However, the creation of themes is important because it 'triggers the construction of a conceptual scheme that suits the data. This scheme helps the researcher to ask questions, to compare across data, to change or drop categories and to make a hierarchical order of them' (Basit, 2003:144).

Phase 3: Searching for themes

In this phase, having established a number of themes, I began to actively look for further data on similar themes which I added to the relevant node. I was able to utilise the NVivo search tool in order to identify some of the manifest content. For example, one of my initial themes was 'Anger'. I searched for use of the word 'anger' and associated forms such as 'angry' and 'angered' across all my interview data. Where this was highlighted by the search tool I read the text in detail to determine meaning

and I added the section of text to the node if I deemed it consistent with the theme. For example, my theme related to teachers expressing the emotion of anger about reform. In some cases they had talked about anger but in the context of student behaviour so this was not relevant. I also searched for synonyms of 'anger', such as irritated, annoyed, furious and exasperated and followed the same process of reading the text in detail to determine its relevance to the theme. However, although the search tool was useful, it was not sufficient to identify all the themes and I needed to return to the data numerous times. This was especially true when identifying latent content which required considerably more time, detailed reading and re-reading of the text, and re-listening to the recording. Where necessary I asked for input from my participants to ensure that my interpretation of meaning was correct.

As this process continued I needed to make further decisions about introducing new themes, developing sub-themes, combining some themes, and eliminating others. NVivo is designed for this purpose at it allows for actions to be undone or deleted, which enabled me to continually move and manipulate my data.

Phase 4: Reviewing themes

This stage involved the iterative process of reviewing the themes in relation to the whole of the data set, checking and rechecking themes, and sometimes redefining the boundaries. The themes were saturated until further analysis did not produce any additional themes. In this stage I was mindful of the advice of McLafferty and Farley (2006) who caution against over-coding which means that the data becomes unmanageable and there is a danger of codes and categories becoming fixed in the data and inhibiting the analysis process. I constantly revisited themes to ensure that I was neither over-coding nor becoming fixated on certain codes. Thus, although I was using computer software to aid my analysis, it was very much researcher led. Ozkan (2004:590) Identifies this as one of the advantages of using NVivo because it is 'still the researchers who will make the decisions for their data organisation, coding, or analysis'.

Phase 5: Defining and naming the themes

In this stage I finalised the themes and renamed the nodes where necessary so that it was easy for me to identify the node contents. I organised them into three main

groups: description of change, effect of change on emotions, and identity, which aligned with how I wanted to report my findings. Each group included further sub-groups. The final themes are shown in Appendix 7.

Phase 6: Producing the report

In reporting my data I aimed to give coherence to my themes so that each was connected to and built on a previous theme. I was also mindful of the advice of Joffe (2012:237) that:

> A good thematic analysis must *describe the bulk of the data* – it must not simply select examples of text segments that support the arguments it wants to make. However, the prevalence of a given theme does not tell the whole story. The aspiration of TA is to reflect a balanced view of the data, and its meaning within a particular context of thoughts, rather than attaching too much importance to the frequency of codes abstracted from their context.

Therefore in my analysis I have included a balance of quotes and descriptions from each of my participants and from across the entire data set.

3.13 Documents

I needed to access and analyse certain documents, the purpose being to provide a historical picture of the research institution alongside the insights and interpretations provided by research participants. Maycult and Morehouse (1994:80) make the distinction between 'intentional documents' which serve primarily as a record of what happened, and 'unpremeditated documents' which are intended to serve an immediate purpose without any thought given to their future use in the recording of an event. I have used sources of data that fit the category of intended documents which include institutional and departmental directives, curriculum initiatives and correspondence. These provide a record of changes that were implemented in the institution. Hodder (2003:156) reminds that 'different types of texts have to be understood in the contexts of their conditions of production and reading', thus I needed to consider whether texts are first or secondary sources, edited or unedited, anonymous or signed and so on. A list of the documents used is shown in Appendix 8.

3.14 Ethical Considerations

Punch (2009:49) asserts that 'empirical research in education inevitably carries ethical issues, because it involves collecting data from people, and about people', and qualitative research typically involves the researcher in a sustained and intensive experience with participants (Creswell, 2007). Central to the ethical principles which protect individuals are the notions of autonomy (informed consent) and privacy of individuals involved in the research (Howe and Moses, 1999). The two vehicles for protecting privacy are anonymity (not gathering identity-specific data) and confidentiality (not revealing identity-specific data). These were borne in mind when collecting, analysing and writing up the data.

Established protocols and procedures were considered at all stages of the study (Kvale and Brinkman, 2009). DiCicco-Bloom and Crabtree (2006) highlight four ethical concerns which relate specifically to the interview process: reducing the risk of unanticipated harm; protecting the interviewee's information; effectively informing interviewees about the nature of the study; and reducing the risk of exploitation.

Ethical issues were addressed in the following manner:

- *Participants were assured of confidentiality, anonymity and privacy in relation to data collected throughout the study. The purpose and intentions of the study were fully explained to the participants with the intention of earning their trust and understanding.*
- *Informed consent was obtained from the research institution and participants. This was achieved by acquiring signed forms that outlined objectives and procedures of the study, participants' rights and expectations, and the reasons for them being selected.*
- *Participation was on a voluntary basis and there were opportunities to withdraw at all stages.*
- *Ownership: regular contact and communication between the participants and myself was maintained, allowing participants to review recordings and transcripts of interviews at all stages of the data collection. This provided opportunities for comments, and allowed reading of and comment on the final thesis.*
- *Ethical clearance was acquired from the research institution. The institution was*

assured that findings would not be used inappropriately, nor would their reporting and dissemination. A copy of the ethical clearance form is shown in Appendix 9.

Howe and Moses (1999) highlight a further ethical complexity which arises out of the 'thick description' which generally characterises the reporting of results in interpretive research. They argue that providing a thick description compromises privacy since interpretive researchers can rarely, if ever, provide anonymity but must rely on maintaining confidentiality as the means to protect privacy. I therefore scrutinised my data collection and reporting to ensure that my participants were protected and my data was not misrepresented.

3.15 Limitations

Due to the interpretive nature of this study, I recognise and acknowledge that the findings are subject to alternate interpretations, in the same way that my own interpretations changed during the course of my analysis. This is because my interpretations were situated in a specific sociocultural and historical moment and my written interpretation reflects a fixed point in time.

Interviews provide information filtered through the perspective of the interviewee (Creswell, 2007). My participants' recollections, reflections and interpretations of prior experiences may have been affected by factors such as their memory and emotions, their relationship with me as researcher, and their ability to articulate and communicate their perceptions to me. The study is based on a small sample of a group of teachers in one institution. The findings of this study are not empirically generalisable; they cannot be interpreted as representative of all teachers in the institution or community, nor can they be applied to wider application and theorisation. I acknowledge the limitations of experience and perceptions based on recall and subjective filtering; however, I believe it was possible to identify and explore the salient features of the ways in which educational reform has affected the emotions and identities of the teachers in my study. Finally, this study has focussed on the 'uniqueness of human experience' (Van Manen, 1990:22), and does not attempt to produce and generalisable statements or establish functional relationships.

3.16 Conclusion

This chapter has outlined the aims of the research, its theoretical positioning and the methods used in data gathering. The research questions were developed from three main sources that informed my research. Firstly, I am responding to the ongoing debate in the literature concerning the effect of change on teachers' emotions and professional identities (Darby, 2008; Day and Kington, 2008; Hargreaves, 2004; Keltchtermans, 2005; Lasky, 2005; van Veen, et al., 2005; van Veen & Sleegers, 2006). These themes and issues provided the foundations that informed the development of the research questions and the subsequent interview questions. Secondly, my underlying epistemological assumption is that knowledge of various phenomena is socially constructed through engagement with life experiences and situations (Berger and Luckmann, 1966; Burr, 1995; Gergen and Gergen, 2003). Finally, my perspective is that in order to understand, I need to give voice to my participants' subjective experiences, motivations and actions. This will be done through a phenomenological approach in which the intent of the research questions is exploratory, descriptive and interpretive.

CHAPTER FOUR – RESEARCH FINDINGS

4.1 Introduction

Data was collected from three phenomenological interviews with six participants. My analysis began by reading and re-reading the initial interviews which explored teachers' personal backgrounds and contexts, and pathway into teaching. Brief summaries were drafted from my reflections which was an important initial stage in the process enabling me to better understand my participants' perspective (Moustakas, 1994). These summaries underpin my explorations of teachers' emotions and identities which are often shaped by their background and prior experiences. The summaries are documented in Appendix 10.

Interviews 2 and 3 provided accounts of teachers' perceptions of change in the research institution enabling me to explore the factors affecting the emotions and identity of my participants. In analysing the data to answer my research questions, a number of themes and subthemes evolved. My findings will be presented with excerpts in the form of quotations from my participants' interview transcripts which illustrate how the themes emerged and to support my findings.

Participants were asked to reflect on and describe changes they had experienced since working in their current institution. The changes described were diverse and tended to be context dependent. It is therefore important to provide an overview of these changes as they provide a contextual background against which the emotional responses of my participants can be better understood. The changes identified can be grouped into four main foci which referred to changes to curriculum, assessment, pedagogy and contracts. These are shown in Table 4.

Curriculum	• introduction of suites of new courses in Liberal Studies • phasing out of established courses • new curriculum projects • delivering courses online through a dedicated learning platform • delivering courses using iPads

	• introduction of a 'learning by doing' philosophy in all subjects throughout the college
Assessment	• use of iPads for assessment purposes • removal of external benchmarking by way of discontinuing externally marked and moderated examinations • changes to college grade boundaries • removal of common marking descriptors • introduction of online exams for all courses
Pedagogical	• increased use of technology, namely the use of laptops and iPads in the classroom • use of variety of software applications • change from textbooks to eTexts • increase in class sizes • closer monitoring of classroom activity by the institution management • lowering of the entry qualifications for students
Contractual	• increased monitoring of working hours using biometrics • introduction of student advising on course selection • compulsory weekly PD sessions • accreditation and equivalency of academic qualifications • pending and non-renewal of contracts with no reason given

Table 4: Changes described by teachers

Five common themes about change emerged from teachers' descriptions:

a. **Change is relentless and intensifies the workplace :** A recurrent theme was the notion of the continuous and ongoing change in the institution which has become increasingly apparent in recent years. As the regularity of change has increased this has inevitably affected teachers' workloads and teachers at times feel overwhelmed when it is not possible to deal with multiple demands concurrently. Teachers describe how their workplace has been reshaped and there is now more emphasis on teacher involvement in compulsory activities outside the classroom.
b. **There is change without progress:** All the teachers in this study express various concerns about changes which have little or no tangible benefits to themselves or

students, or do not enhance teaching and learning. There is a perceived lack of transparency which permeates the institution and decision-making does not include input from teachers. There is frustration and disappointment caused when decisions are made at a senior level without consultation, or when teachers have not been given a rationale for change.

c. **Change may be short-lived and impermanent** Three teachers (Jenny, Martin and Neil) described how some initiatives have been very short-lived. Some have been brought in as showcase opportunities for the college, or have been introduced very quickly and then dropped when they haven't worked. There is a notion of the impermanence and frivolity of change which is reflected in teachers' descriptions, and this leads to lack of confidence in change.
d. **Change is 'top-down':** It is apparent from the descriptions of three teachers (Jonathan, Martin and Neil) that how change is introduced can be as important as the nature of the change in determining how it is perceived. The management of change has been very 'top-down' and teachers' voices have been overridden as if they are of no consequence.
e. **There is often a lack of direction in change:** All teachers in this study make references to confusion caused by poor or inadequate information and lack of strategic direction from management. This arises when change episodes are put in motion but there is inadequate guidance or teachers are unclear of the purposes. A second reason for confusion is the contradictory or ambiguous nature of some of the messages.

Having described the change context during the study period, the remainder of this chapter presents the findings of my study and addresses my research questions:

1. What is the effect of change on teachers' emotions?
2. In what ways do teachers respond to change ?
3. How do teachers interpret their identities?
4. What factors and experiences affect teachers' understanding of identity negotiation?

4.2 Research Question 1 - What is the effect of change on teachers' emotions?

4.2.1 Appraisal

Many emotional theorists believe that the emotion process begins with a judgment or appraisal that involves the interpretation of some transaction in terms of its significance or relevance for the individual's motives, goals or concerns' (Sutton and Wheatley, 2003:329). Lazarus' asserts that there are two kinds of appraisal: primary appraisals when individuals make judgments according to goal relevance, goal congruence and ego-involvement; and secondary appraisals when individuals make judgments related to their beliefs regarding their potential to handle the situation. I have used Lazarus' (1991) framework to interpret how teachers made primary and secondary appraisals of one specific change event that they described in detail. The results are shown in Table 5.

Finding 1.1: Teachers perceive incongruence when change does not align with their goals, beliefs and ego-involvement

Four teachers explained how the change they described was goal incongruent. The change to using iPads to conduct assessments was the stressor for Martha, the relevance being her own beliefs and understanding of assessment. The manner in which they were to be carried out was incongruent with Martha's beliefs:

> *That's so far away from good assessment practices that I was shocked and horrified'.*

Martha's ideology and ego-involvement was not consistent with the reform and her values and beliefs about what constitutes 'good practice' were threatened.

> *And I was thinking about it all the time. I couldn't sleep I was so upset about it.*

The stressor for Neil was management interference in classroom activities, in particular a new rule stating that students are not allowed to leave class during time-tabled lessons. The restrictions were goal incongruent because they challenged his beliefs about teacher autonomy:

> *It's the complete and utter lack of any respect to you as a professional.*

Teacher	Martha	Neil	Jenny	Zara	Jonathan	Martin
Stressor	*changes to assessment strategy using iPads*	*management interference in class*	*contractual changes and non-renewals*	*change in management*	*introduction of a new research skills course*	*introduction of new technologies*
PRIMARY APPRAISAL						
Goal Relevance	*interest and expertise in assessment*	*belief in professional autonomy*	*personal situation and personal and professional goals*	*personal situation and personal and professional goals*	*Interest and expertise in research, aim for professional growth*	*interest and expertise in technology*
Goal Congruence	*incongruent*	*incongruent*	*incongruent*	*incongruent*	*congruent*	*congruent*
Ego-involvement	*conflicts with: self-esteem; moral values; meaning and ideas; well-being of students*	*conflicts with: self-esteem and ego-ideal about being a professional*	*conflicts with: self-esteem, well-being of family; life goals*	*conflicts with: self-esteem; well-being of family*	*Supports: self-esteem; meaning and ideas; life goals*	*Supports: self-esteem; meaning and ideas*
SECONDARY APPRAISAL						
Blame/credit	*external blame (institution and team leader)*	*external blame (institution)*	*external blame (institution)*	*external blame (institution)*	*external blame (institution) internal credit*	*external credit and blame (institution)*
Coping potential	*unable*	*able*	*unable*	*able*	*able*	*able*
Future expectancy	*unfavourable*	*unfavourable*	*unfavourable*	*unfavourable*	*favourable*	*favourable*

Table 5: Summary of teachers' primary and secondary appraisal of change

The restrictions also conflicted with Neil's ego-ideal of being a professional and being allowed to make his own judgment about what is best for his students:

> *'I'm not going to chain them to a desk because the college tells me I should, I'm not teaching seven-year-olds. I will do what I feel is best for the students'.*

He describes how the rule contradicted the college's own goals of fostering independent learning and encouraging the use of mobile learning.

Jenny's stressor was the change to teachers' contracts. She says how the uncertainty affected her:

> *When that happened, well we didn't know and we were on the edge. Will we be re- contracted, will we not be? We know there is no union here, employees don't have any rights.*

The threat to her job was incongruent with her goals of professional growth and personal goal of supporting her family as a one-parent mother. The change may have impacted on Jenny's self-esteem as her ability to care for her family is very important to her.

Zara describes how a sudden change in management became a stressor for her and the 'top-down' style where imposed directives and instructions were not open to discussion. She described how she 'felt stifled' as there were no opportunities for her to express her creativity, thus the change was incongruent with her professional self. She explains:

> *I would prefer to be the person who's got ideas and be interesting and talking with people. That's what I would prefer. But in terms of survival in the organisation, it's like those things are not valued.*

Finding 1.2: Teachers perceive congruence when change aligns with their goals, beliefs and ego-identity.

Two teachers expressed congruence with change. Jonathan was asked to lead and create a Research Methods course. His description indicates goal congruence between his professional orientation and the mandated reform.

I suppose because I've been lucky as I've led the research methods course which coincided with my doctorate, and I find research as a concept interesting so I have been able to apply to a course which I'm leading.

This supported Jonathans' ego-ideal and life-goal of being a professional educator, and self-esteem as a leader. He was doing something that he enjoyed as well as being an interesting challenge and the sense of achievement in 'creating and developing something'.

Martin describes the increased use of technology in education during the past 10-15 years as having an important impact on his teaching:

Well I think have enjoyed having the opportunity to engage with technology at what most institutions would say is a very high level of resource.

He talks positively about the experience and perceives congruence between this and his professional goals and ideas:

Finding 1.3: All teachers assign blame to the institution

All teachers explicitly or implicitly are critical of and blame the college for continual, ambiguous and unnecessary change. Three teachers give their reasons for blame and ascribe it specifically to lack of direction from management:

You've got one side of the college paying lip service to one thing and the other side of the college doing something completely different (Neil)

I still don't think they are really clear about what they want to do, nor do they know where they are going (Jonathan).

I think people just really don't know what is wanted. Maybe it's a lack of direction from above. I'm not so much worried about how to get there, I don't

know where I'm going. I don't need to be told what to do I just want to be told where. (Martin)

Martin is the only teacher who assigns external credit to the institution for its pioneering approach to technology. However, at the same time he blamed the institution:

But just in my experience because nobody spent any time trying to understand what should be driving these changes, they were just given to us like this seasons new fashion item, and as we all know in fashion next season there will be another fashion item and that's going to be the flavour of that season.

Finding 1.4: Teachers cope with change in different ways

a. Two teachers who appraised the change to be incongruent with their goals and who viewed the future negatively used relocation as a way of dealing with change.

Martha attempted to persuade the coordinator that there were flaws in the assessments but found herself increasingly upset. This lack of congruence with her own ideology led her to request to leave the programme because, she says:

I just couldn't stay in that department and see what was happening to it.

Martha was unable to adjust her thinking to accommodate the changes required and she did not believe that the unfavourable situation was likely to change in the future. The changes to the assessment tool were so far away from her perceived ideal that she was unable to change the situation, nor adapt to it.

The continuing uncertainty over contract renewal, and Jenny's unfavourable future expectancy led her to apply for positions elsewhere and her way of coping was to focus on finding a new job which would enable her to continue towards her life goals of supporting her family and professional growth in a different environment.

b. Two teachers who appraised the change to be incongruent with their goals who viewed the future negatively were still able to find ways to cope.

Neil decides to cope by simply ignoring the rule:

> *I just do what I've always done and ignore the rules that I don't like the look of. I will just let them leave the class and if I get reprimanded then so be it.*

Although Neil does not explicitly state his thoughts on the future, he indicates throughout his description that changes in the college are often short-lived when he says:

> *Well they tried that and it didn't work so they changed it.*
> *They don't seem to know what they really want.*

Neil's response to the change began with frustration, then acceptance and ambivalence. Thus although Neil initially faced goal incongruence, he was able to deal with the change by choosing to ignore it because he sees it as temporary.

Zara perceived that she had the coping potential to deal with her new situation. Although her expectations of future change was unfavourable, Zara was able to continue in her role by focusing on her students and doing the best that she could in the classroom.

> *I know how the organisation works so then I change my behaviour to fit in with that. I use my energy in more productive ways, I spend my time and my energy with my students and improving my classes and grading and doing things that I want to do with them like organising trips for them outside, or sitting with them.*

She explains:

> *It was difficult to know what to do other than just shut your mouth and lay low and do what you had to do and hope that nobody kind of notices you.*

Zara was therefore able to cope with the change by changing her behaviour by becoming outwardly more accepting and compliant, although she does not accept it into her belief system.

c. Two teachers who appraised the change to be congruent with their goals who viewed the future positively were able to accommodate the change into their ideals

Martin perceived he had coping potential because he was able to upskill effectively, and also to take on training of other staff during PD sessions. In terms of technology he expectations of the future were favourable as the college was sufficiently well-funded and use of technology remained high on the agenda. Jonathan was able to cope with the change because it aligned with his goals, interests and knowledge, and as a result he saw the future as favourable.

4.2.2 Emotional responses according to Lazarus' core-relational themes

Teachers also described a range of change events and how they felt about them. Their emotional responses to change varied according to the nature of the change, the context, and teachers' individual perceptions of how it affected them personally and professionally. I read through each teacher's descriptions change events and I interpreted their associated emotions according to Lazarus' classification shown in Table 2 (page 41). Sometimes teachers stated a specific emotion ('I was upset' or 'It made me feel very angry'); however, it was necessary to read the text in detail to clarify that the emotion they expressed was a reaction to a change event. Sometimes teachers described emotions that were not included in the table so I used the core-relational themes to interpret to which 'emotion family' they belong. For example, Martha described being involved in the introduction of iPads as being fun and exciting; I have categorised this as belonging to the emotion family of 'happiness' because after reading her full description it was apparent that this event was helping her make progress towards her goals. Some interpretation was more complex. For example Jenny talked about fear of losing her job and I initially interpreted this as fright. However, according to Lazarus (1991) framework the core-relational theme for fright is 'facing an immediate, concrete and overwhelming physical danger' which

does not apply in this case. I therefore reinterpreted it as extreme anxiety, the possibility of job loss meaning that Jenny was 'facing uncertain, existential threat'.

For ease of analysis, I have divided my findings of emotions into three sections adopting the terms used by Lazarus (1991); positive, negative and problematic. I have also added a category 'ambivalent' when teachers described how they lack emotion about change.

Finding 1.5: Change evokes positive emotions when it is congruent with teachers goals and beliefs

Table 6 identifies the positive emotions categorised by Lazarus (1991), the core relational theme and the change episodes described by teachers. My results did not uncover any reference, implicit or explicit, to the positive emotions of love or relief and I have excluded these from the table.

Positive Emotion	Core relational theme	Change episode described	Teacher
Happiness	Making reasonable progress towards the realisation of our goals	Being involved in the iPad initiative Taking responsibility for new courses Taking part in a Pilot project	Martha Jonathan Neil
Pride	Enhancement of one's ego-identity by taking credit for a valued object or achievement, either our own or that of someone or group with whom we identify	Introduction of new technology	Martin

Table 6: Positive emotions expressed by teachers

I explore how the change episode is described by teachers and why it creates the resulting emotion.

a. Happiness

The change which elicited positive emotions of happiness most frequently has been the use of technology. Whilst education globally has witnessed an increase in the use of computers and mobile devices, the research institution has been at the

forefront of embedding learning technologies in all its programs. My participants have witnessed and been part of this educational transformation which has necessitated constant adoption of new learning strategies and tools as well as the constant creation of online courses and materials.

Martha describes how she became involved in the initiative to introduce iPads in the Foundations program in the college. She recounts how this occurred at a time when mobile learning was not yet embedded in education and how all teachers and students were equipped with one-to-one devices as the sole learning tool. All teachers in the program were involved in training and supporting each other in the use of applications, and in the creation and use of appropriate teaching and learning materials. Although this initiative was introduced in a very limited timeframe, and was characterised by numerous pedagogical and technical challenges, Martha perceived it to be a positive and exciting experience and she talks about her happiness and enjoyment in being involved.

> *….. it's the future and it was fun to have an iPad and learn how to use it. And I felt that they gave us sufficient training because it was cascaded training. They took the supervisor for Apple training and some of the teachers from each college and then they came back and they trained us how to use different applications and materials in the classroom so you had ideas. And there was a lot of camaraderie amongst teachers at different colleges. And even within our own college there was sharing ideas about what worked and didn't work and I really liked being part of that experience.*

Whilst educational technology has been at the forefront in determining how teachers teach, there have also been changes to the course content. One of the most important changes in the college during the past 10 years has been the phasing out of English language teaching and the introduction of liberal studies courses with a strategic goal to attain international recognition and accreditation. Although some specialist teachers have been recruited, most of the courses have been developed and taught by English language teachers especially if they have relevant interest and expertise. These changes have affected all my participants. Jonathan describes how this has presented him with new opportunities as he has taken on the role of

Team Leader for a research methods course and how this has affected him positively:

> *I think if you are leading a course and you're happy with how the course is going and people who are teaching it are happy with the course, then I think you feel that rewards a job well done. I guess the reward is that you are creating and developing something. I suppose I've been lucky because I've led the research methods course which coincided with my doctorate, and I find research as a concept interesting so I have been able to apply that to a course which I'm leading. And I've been asked to take on another course related to it so that will add to my CV. It's been a bit of a challenge, but it's been interesting.*

Finally, Neil reflects on a two-year curriculum project in which he was involved. He stresses that although it was led by external consultants who visited periodically to advise, it was very much a 'bottom up' initiative which led to the creation of in-house materials to which everyone involved had input. He stresses that whilst it was new and therefore entailed a considerable amount of additional time and energy, it was a positive experience. Neil says:

> *I remember it as being quite exciting when I worked on the pilot project. There were four classes that piloted it so they were the guinea pigs. It was good, it was interesting. I saw it as a positive change because everything was being looked at and was being evaluated in a positive , so I would see that as a good change.*

This experience clearly supported Neil's goals and he was happy with this opportunity.

b. Pride

One teacher, Martin, who has worked in the college since 1995, reflects that the introduction of technology has been an interesting and challenging experience which he views positively.

> *It's a constant number of firsts that we're being told about; we were one of the first institutions in the world to go wireless, one of the first institutions where people bought their own devices, the electronic learning management system…… these are all very innovative, very positive.*

I initially interpreted this response as reflecting the emotion of happiness. However, on further discussion with the participant it was apparent that at the time of the introduction of technology and the 'number of firsts' which he describes, Martin was very proud to be working in the institution which afforded the opportunity to develop himself professionally and be at the cutting edge of his field.

Finding 1.6

Change evokes negative emotions when it is incongruent with teachers goals and beliefs

Table 7 identifies the negative emotions categorised by Lazarus (1991), the core relational theme and a summarises the change episodes described by teachers. I have excluded the emotions of fright, shame, envy, jealousy and disgust as there was no reference to these in teachers' descriptions. This is followed by an exploration of the emotions which were created by the change episodes.

Negative Emotion	Core relational theme	Change episode described	Teacher(s)
Anger	A demeaning offense against me and mine	Changes to assessment strategy	Martha
		Lack of creativity	Zara
		Lack of autonomy in class	Martin
		Lack of flexibility/trust over working hours	Neil
		Lack of role definition	Martin
		Lack of strategic direction	4 teachers
		Poor quality PD	Neil
Anxiety	Facing uncertain, existential threat	Uncertainty about future courses	Jenny
		Doing something wrong	Zara
		Fear of non-renewal of contract	5 teachers
Sadness	Having experienced an irrevocable loss	Phasing out of courses	Jenny, Martin
		Removal of external benchmarking	Martin,
		Loss of coordination across colleges	
		Lack of direction about new courses	Martha
		Not being valued for creativity	Martin
		Contradictory nature of changes	Jenny
		Lack of clarity on future of new courses	Neil
		Changes to assessment strategies	Martin, Jenny
		Disagreements in team due to change	Martha
			Jenny

Table 7: Negative emotions expressed by teachers

a. Anger

The core-relational theme for anger, 'a demeaning offence against me and mine', can be identified when change was deemed to be detrimental to teacher autonomy in teaching and learning. Martha expressed her anger over imposed changes to the assessment strategy that she didn't agree with and over which she had no control:

> *I just felt angry because it's like a lack of control. It's like your input is not listened to and no one cares what you say. So now the program has got so far away from the proficiency in reading and writing and speaking and listening which we used to assess.*

She sees this as a demeaning offence because she feels she is not listened to and therefore her expertise is being overlooked. This is similar to the feelings expressed by Zara who feels that her creative ideas are no longer valued:

> *I would prefer to be the person who's got ideas and be interesting and talking with people. That's what I would prefer. But in terms of survival in the organisation, it's like those things are not valued. …. not even that they're not valued, but you know that it's not going to be acted on and that becomes really annoying, so in the end you say well …. why bother? Why bother?*

Jonathan was angered because his autonomy in the classroom was being challenged, and Neil was angered because the new clocking in and out system made him feel that he was not trusted. Thus the actions of management were a demeaning offence, because teachers felt that they had no voice and their professionalism was being undermined.

The notion of 'something lacking' was frequently the cause of anger, and related emotions such as annoyance and irritation. Martin is irritated because he is lacking a clear definition of what his role is:

> *We all have functions in organisations. I know what technicians do, I know what the cleaners do, I know what the admin staff do, I know what the library staff do. And I thought I knew what faculty do. But it keeps changing. And again I'm not against change, I believe in innovation and growth, but it's not*

even a question of moving the goalposts, it's a question of dismantling the goalposts, putting them on another football pitch and playing the game on the original pitch and not telling you that the venue has been changed.

Lack of strategic direction from management was a further source of anger as discussed by three teachers. Teachers were offended because they lack the autonomy to make decisions either about an initiative, or about the timeline and processes to be followed to enact the change. Even those with responsibility for leading courses felt that they do not have sufficient control and that course changes and introduction of assessments were largely imposed with few opportunities for collaboration. Conversely, at times teachers became irritated by poor or slow implementation of new courses when there was insufficient guidance.

Finally Neil describes the poor quality of PD that was being offered:

But now, well…. it's been rubbish hasn't it, let's be honest. The ongoing PD that we do, most of its garbage isn't it? And the worst one of all was the introduction of the iPad. Because people would stand up and say "Here is an app that I used once and it was good", but there were so many it wasn't helpful at all.

His irritation is implicit in his description as he appears to perceive the training as offensive and perhaps beneath his knowledge and capability. He was also angered because some PD sessions were compulsory, so teacher autonomy in deciding what courses were necessary or appropriate was reduced.

It is apparent that almost all references to anger and associated emotions of irritation and annoyance arose out of change episodes which affected teaching and learning; this may be because teachers' professionalism is being questioned which they perceive as a demeaning offence.

b. Anxiety

Jenny expressed her anxiety about not being able to fully invest in a course because of the constant changes which might lead to a teacher being moved to a different course or the course being cancelled:

I think the lack of planning can be quite frustrating, because sometimes it would be nice to get hold of a course and really develop it, and really do something with it. But you kind of hold yourself back from doing that because you're anxious about investing all that time and energy and then you don't teach it or it's cancelled.

Zara expresses her anxiety about doing the wrong thing because there are now so many new regulations:

Sometimes I get scared that I'm doing the wrong thing. You know, maybe I haven't read something because there's just so much to read or maybe I've interpreted it wrongly. I feel boxed in by rules; I have lost my creativity and flexibility.

Teachers in this study expressed worry and anxiety which related to a lack of clarity about their future; this was due primarily to changes in teachers' contractual circumstances. Historically in the institution, teachers' contracts have been renewed every three years unless issues related to performance have been identified during the annual performance review process. Two years previously, when the new management took over, several teachers' contracts were not renewed and no reasons were given which created worry and uncertainty. Four teachers describe how they were anxious about their contractual position:

Well for some time we didn't know whether we would be re-contracted or not and we were on the edge, you know 'will we be re-contracted, will we not be?'(Martha)

The most worrying thing was not knowing whether I would have a job in September and whether to enroll my daughter in school or start looking for another job. Or just pack up and go back home. (Zara)

I'm under contract renewal and there is a good chance that I am not going to be renewed, because the local government here has chosen not to recognise certain online distance learning qualifications from the UK, from reputable organisations. I have no issues at all with equivalency. However, the complete uncertainty that this has created, the lack of communication, from senior management, the lack of any interest from the institution, has made me very stressed and …. well quite emotionally depressed. (Martin)

My professional status is constantly tenuous; that's the thing, the fear that in one year my professional status might not be there at all! So you bear that in mind even though I know that there are other places I can go and I can get work. (Jonathan)

In Jonathan's extract he uses the term 'fear' and initially I categorised this in the basic emotion 'fright'. However, according to Lazarus' (1991) core-relational theme, fear or fright is the emotional response to an 'immediate, concrete, and overwhelming physical danger'. Thus on closer scrutiny I have included this under the emotion 'anxiety' because losing one's job is an 'uncertain, existential threat'.

Similarly I have included the following extracts in this category of 'anxiety' in which Jenny explains her views on how fear is used by management as a tool. This is related to the context of this study and to the status of expatriate workers whose residence in the country is dependent on their employer. Consequently, in addition to the effect on teachers' professional careers, fear of job loss has a much more significant effect on teachers' personal lives than it might do in other contexts.

I think fear is the big one here to be honest, because people's personal lives hinge so heavily on the job and I think fear is used quite a lot in that context. Fear of failure, and fear of losing your job. There is often an atmosphere of fear when change comes in and that's used, you know rumours circulate, I think it's used well by the management to bring in change. I think it's part of the management style.

Although there are some references to teachers' anxiety about teaching and learning, teachers' expressions of anxiety are more frequently related to the uncertainty surrounding contractual uncertainty and its effect on them both personally and professionally.

c. Sadness

Emotions associated with the emotion family of sadness such as dissatisfaction, disappointment and being upset are expressed by teachers when changes have been made which teacher perceive as creating a loss of something that they valued which Lazarus (1991) terms 'an irrevocable loss'. Some of these related to changes in the curriculum over which teachers have no control. Jenny and Martin refer to the

sense of loss they feel when courses in which they have invested significant amounts of time have been cancelled with no warning or rationale. Martin describes how this has affected him emotionally:

> *I've been working on a course for 3 years now which had absolutely no content, no assessment strategy, no support materials at all. And I finally think I've knocked it into shape, to be told now that the course is no longer going to run. No reason why, just it's not going to run any more. It's very difficult to spend a lot of time and invest a lot of feelings into something like that. I understand that courses come and go out but clearly if there was some sort of clarity about the shelf life of a course, especially one that starts from zero when you have nothing, and you are supposed to be in the classroom the next day, just becomes very disheartening.*

Martin believes that 'a good tools man needs good tools' and one of these tools was the external benchmarking provided by external exams. His disappointment at the decision to use internal exams is implicit in his description of the changes:

> *When the courses I teach had external exams, you trusted in those as being a tool for evaluation….because they had been standardised. Whereas now none of that happens anymore; each year the assessment either changes or the way it's graded changes. So you don't really know. And I think that's how most teachers evaluate effectiveness. It's very hard to tell whether somebody knows more or less.*

Similarly, Martha also registers her disappointment about the loss of external moderation:

> *One of the things I've been most disappointed about is how the institution I work in has moved away from having external benchmarks for its courses. There is no longer any rigour because we don't send our work to be moderated using agreed specifications to an outside body so that's been very disappointing.*

Martin identifies the loss of a layer of middle management which was previously responsible for coordination across colleges working to the same outcomes. His disappointment is implicit in his description:

> *No one actually knows what anyone's doing any more. There is no content, there are no assessment tools, and each of the 11 different colleges are doing different things. Two years ago they dismantled another layer of management which tried to bring the colleges together to make sure that work across the*

system was at a certain level. It wasn't perfect but it worked up to a point Well that's all disappeared so each college is doing its own thing which is incredibly time-consuming and wasteful of resources. Then we come to the final assessment and no one can agree.

Lack of direction from management is another source of sadness. Jenny describes how poor information and lack of direction about course development has impacted on cohesion amongst teachers and explains how this affected her team:

There were lots of disagreements because people were interpreting things in different ways so some people got very angry and others got upset. Sometimes it was upsetting because people became very short with each other so it affected the team.

I was initially unsure about the interpretation of Jenny's emotions and I sought further clarification from her. She explained that she was describing the effect the lack of direction had on staff and in particular the loss of harmony amongst her colleagues that had previously existed. I therefore interpreted the core-relational theme as 'loss' and the emotion as 'sadness'.

Zara is disheartened because she feels that a change of ethos from teacher autonomy to teacher control means that creativity is no longer valued in the college. She compares how she taught it before to how she is required to teach now:

As creative teachers we look at learning outcomes, we look at who our class are, then we figure out the course, right? But that's not their mentality; their mentality is uniformity so they see uniformity in terms of assessments, in terms of coursework, in terms of teaching hours, and they see that everybody has to be the same. They don't understand the idea that teaching is a creative field. And a human endeavour, where you align your courses to the students who are in your class, to an extent.

In this extract Zara refers to 'they' and 'their' which is the new college management. She is saddened because she has lost the ability to be creative and to teach in the way she feels appropriate for her students.

As discussed, Neil is angry about the quality of PD opportunities. However, he is

also saddened by the loss of what existed before and refers back to times when there was considerably more investment and funding.

Finding 1.7 – Change is associated with problematic emotions when it is incongruent with teachers goals and beliefs

Table 8 identifies the emotions categorised by Lazarus (1991) as problematic. These emotions appear superficially to be positive ('yearning for better'; 'wanting to help') but arise from conditions of incongruency.

Problematic Emotion	Core relational theme	Change episode described	Teacher
Hope	Fearing the worst but yearning for better	Clearer role definition in future Impermanent nature of change	Martin Jenny
Compassion	Being moved by another's suffering and wanting to help	Concern for colleagues facing contract renewal Concern for colleagues whose job status changed	Zara Zara, Jenny

Table 8: Problematic emotions expressed by teachers

a. Hope

The word 'hope' is used 11 times by my participants. However, in most cases it is used as a general comment about aspirations rather than as an emotional state; (e.g. I hope I am adaptable (Neil); I hope I'm developing good content (Jonathan). However, two teachers describe the core-relational theme associated with hope because although their current situation is uncertain their expectation is that things will get better.

Martin talks repeatedly about how his role in the college has become less clear with the change in leadership and how this has created confusion and uncertainty. Whilst he describes how he is frustrated by this, there is a sense of hope that things will change for the better in the future:

What I do find particularly frustrating is that this my role appears not to be defined, or its fluid so I feel that we are constantly second guessing what people want me to do. And there is always someone who seems to have what my role in his or her mind, so maybe it will become more clearly defined in the future.

I have interpreted this as the emotion of hope because it is apparent that his belief that things will improve is an ongoing state and is helping Martin through a period of difficulty.

Jenny discusses how she has become passive in the change process because she has lived through several changes in leadership and policy which have not become embedded in the institution. She says:

The winds of change come through with each new change of management, and time and time again I've seen that. We've been here before, we've had changes of leadership before and new leaders always tend to create waves.

I have interpreted this as the emotion of hope because although Jenny is finding the situation difficult she is able to sustain herself through it because she has the expectation of and yearning for a better outcome in the future, and that the current situation is temporary.

b. Compassion

The change which elicited compassion amongst staff was the changes to teacher's contractual circumstances. Zara was not in a position of contract renewal but described how she was moved by the difficulties facing others:

Well it was really upsetting last year with all the stuff that was going on with the letters on contract renewal and all that stuff and every day there was a new batch of people getting told they were not being renewed and no one would tell them why. And that sort of uncertainty spreads so everyone was talking about it constantly and worrying about who would be next. It's not nice seeing colleagues who you respect being so badly treated.

Although Zara says it was upsetting, I have interpreted this as compassion and not sadness or anxiety because the change event created suffering for another person, not herself and she was feeling distressed about their situation.

Another change in the college was the qualification equivalency policy which required all staff to submit their highest qualification for approval (Appendix 8, Doc 14). In some cases, teachers had studied for Masters and Doctorates by distance and/or online courses which had previously been accepted but were now deemed an inappropriate mode of study. Two teachers express their compassion for those whose teaching status was changed as a result:

> *The whole thing was just so appalling badly handled. Some of the most experienced teachers who had spent years and years teaching and developing courses were suddenly demoted from Lecturer to a Teaching Assistant. It was so sad to see people like Sean who is such a brilliant teacher being so poorly treated and I remember he came into our office one day and slumped in a chair. He just looked so demoralised. (Zara)*

> *One teacher had completed a PhD and because her primary education was in Finland she had not completed the required amount of schooling to get equivalency. I felt for her because the situation lacked logic and the ability to consider different circumstances, just processing people's educational journeys using a tick box of criteria. It made a mockery of education and qualifications. (Jenny)*

A further consequence of the equivalency policy was that those in positions of responsibility were demoted which elicited compassion from two teachers:

> *I felt really sorry for Simon, one minute he was a longstanding Chair with responsibility for 25 staff and 500 students and the next semester he was back in the classroom teaching grammar. It was shocking! I don't think I've ever seen someone look so downtrodden, so defeated, really. (Jonathan)*

> *So for our Chair to be penalised for not aligning with an absurd system and all his quality work over the years ignored, I felt it was demotivating for the whole team beyond him, and it made me lose respect for the college that they demoted him. I thought wow, he had done all that work for 18 years and it all came to nothing - not recognised at all and it counted for nothing. (Jenny)*

Finding 1.8 - Teachers become more ambivalent to change when it is repetitive, and as they age.

There are references made to change which do not evoke any strong emotions. Jonathan reflects that he has become more relaxed about change and that this may be as it has become more repetitive:

> *I'm definitely more relaxed in a sense than I ever was I suppose. I guess I try to take a more long-range perspective. I don't let things get under my skin any more. And with all the change that's going on at the moment that's interesting because in a way you would think that it would be more stressful. But now there's so much of it you stop worrying about it too much, I think that's it.*

Jonathan also suggests that being older has made him more philosophical and he just doesn't get as 'wound up' about things as he used to when he was younger. Zara also recognises that she reacts less emotionally to change and attributes this to maturing:

> *I think I'm probably a lot better at dealing with problems and moving through them rather than throwing them all in and moving to the next thing. But I think that's also an age thing and probably applies to all aspects of your life in some ways. I'm probably less impulsive than I used to be, I probably try and think things through better.*

In the context of this study, teachers' emotions are of importance because of the way in which our emotions and identities are interlinked. Having identified emotions, the following section explores how teachers interpret that relationship.

4.3 Research question 2 – In what ways do teachers respond to change?

Throughout the interviews there are insights into teachers' individual thoughts, emotions and behaviours as they appraise change and respond to it. Teachers may adopt a different strategy depending on how they view a certain change. In this section I describe the most dominant strategies adopted.

Finding 2.1 – Teachers cope with change by modifying their thinking and behaviour

Zara describes her strategy for dealing with change and describes how she has 're-shifted' her thinking so that it aligns with the needs of the institution:

> *And I thought: "Well this is what is going on now, this is the way to manage it", and I kind of reshifted my thinking. I mean I tend not to be a negative person, I tend to look on the positive side of things. So I think you need to figure out what you have to do on an organisational level and then you just do it.*

Zara also suggests that this attitude is related to her age and that in the past she may have been more averse to accepting change. However, now that she has a family it would not be beneficial to leave the organisation and this has forced her to view change differently:

> *I'm more diplomatic and probably a lot better at dealing with problems and moving through them rather than throwing them all in and moving to another job. But I think that's also an age thing and probably applies to all aspects of your life in some ways. I'm probably less impulsive than I used to be.*

Jonathan has recently completed a doctorate in education and wishes to remain in teaching. He is actively seeking promotion and he therefore tends to take opportunities for personal and professional growth. Although he is critical of many of the changes that have taken place and these have affected him emotionally, he has been able to find ways to develop himself:

> *Any experience builds towards your professional ability. I guess you are getting more professional or less professional as time goes on, you're never static, so I think you need to be challenging yourself to do things which are a little bit perhaps beyond your competency level to begin with so that you develop competency… and you are able to do something that you were not able to do before.*

There is evidence in these descriptions that although teachers may initially react negatively to the changes, they are able to seek out positive elements and focus on these by shifting their thinking.

Finding 2.2– Teachers cope with change by becoming passive in the change process

Change at MEC has often required teacher input, for example in upskilling teachers, developing teaching materials and rewriting assessments thus teachers are an integral part of the process or enactment of policy. There are indications in three teachers' descriptions that they have become passive in this process and have invested less of their time and energy in new initiatives. When multiple changes occur simultaneously and workloads increase, teachers become more selective about where to focus their endeavours, especially when they don't have confidence in change. Jenny explains how this lack of confidence has developed and why this has led to her taking time to observe changes before choosing to invest:

> *And I think I don't take change that seriously any more. When people announce that such and such is happening, I don't immediately respond. Usually I will take a breath, and see if it's still going to go ahead in maybe a week's time or two weeks' time. Or in two months' time. Or what the changes might be in two months' time. Because usually things change and then it all pretty much reverts back to the status quo again.*

Consequently, Jenny believes that she has become more passive in change:

> *The same opportunities aren't here, the same flexibility, the same control over your life here so much. You're very passive in change here, it happens to you. I feel that previously I was much more active in change and I had more control over change, and more confidence in change I think.*

Lack of confidence is a recurrent theme and Martin describes how his lack of understanding of the nature or purpose of the change has created confusion about how to invest himself in it:

> *Well, you think you know what you're doing, And then it turns out that you don't really know what you're doing. You're not really sure what to invest your time and emotions in. It's very difficult to spend a lot of time and invest a lot of feelings into something when you have no idea about future plans.*

Having worked in the institution for some time, Jenny describes how difficult it has become to maintain enthusiasm for change especially when teachers are not

involved in the decision-making:

> *I have become less and less invested over time. And I think it's made me feel kind of tired. Because you do you become tired of facing the same problem 10 years later. You know things that you'd worked on 10 years ago that you'd been enthusiastic about and involved in meetings and workshops and developing policies, and you fed into that and put energy into that. And then new management comes in and overnight it's all gone, all gone.*

Finding 2.3– Teachers cope with change by passive resistance

Sometimes change has been introduced by way of new rules and regulations. Three teachers explain how they continue to behave as they always have done when they do not agree with change:

> *But otherwise I just do what I've always done and ignore the rules that I don't like the look of. I work around the rules which I think is what most of us do to some degree. Those kind of blanket rules that we currently have, they don't have any ability to be flexible, so you have to be flexible in your interpretation of it because otherwise you wouldn't be able to do your job. (Neil)*

> *I think in some ways everyone just takes it all with a pinch of salt and gets on with what they have always done in the way they have always done it. Perhaps I have become slightly subversive – I don't openly flout the rules but I find ways around them especially if I feel they are contradictory to the best interests of the students. (Jenny)*

> *I'll keep on doing what I do, and if the students want to go to the library and study something for a project then fair enough because they are learning something. I'm not going to chain them to a desk because the college tells me I should, I'm not teaching seven year-olds.(Jonathan)*

In these excerpts teachers describe how they cope with change that goes against what they consider to be best practice. I have called this passive resistance because whilst teachers do not openly criticise or adopt the changes, their actions are contrary to the new policies and procedures. Teachers tend to be ambivalent to these changes, or negative, but they have developed their own strategies to cope.

Finding 2.4 – Teachers cope with change by relocating.

Teachers can relocate in several ways, for example by changing their career, moving to a new institution, transferring to a new program or seeking promotion or demotion. Although none of the teachers in this study have opted to relocate by leaving the institution, Jonathan indicates that he had seriously considered moving:

> *It made me feel negative, it made me feel negative about the institution, about the place I worked and about my job generally. It made me think "well I'd better work on the CV".*

Jenny is also actively seeking employment elsewhere and will be leaving as soon as she secures a new position. Jenny is seeking positions in teaching but also considering an alternative career:

> *I don't feel at the moment that I am a teacher to be honest. And I don't feel that I am a facilitator either. I think I need a change of job. Really, I think I do.*

Martha describes how she was recently able to relocate to a different department and role:

> *I remember that I was working so hard to keep ahead of everything that was going on, and I had high blood pressure, and I said to myself if have one more incident, one more time and my blood pressure goes so high, that's it. And that was when I said that I don't want to be the academic coordinator any more. My solution was to be asked to transfer to another team. It was sad for me in a way because I was involved in the program that I had developed with a co-worker and we were developing extensive reading activities and I would have liked to see the outcomes.*

She explains how the situation had become intolerable but that the effect on her health was more important. She also reflects that she has ended up in a better program and is happier than before. Zara recounts how she has left other positions in the past and that she would do so again if her personal circumstances were different.

It is not clear from the teachers' accounts whether there are specific events which determine their decision to relocate, or whether it is a gradual or sudden decision.

However, there are indications that continuous change sustained over a long period of time, and changes to teachers' contracts can play a more important part in teachers' decisions to relocate because these changes evoke the strongest and most negative emotions.

4.4 Research Question 3 - How do teachers interpret their identities?

Finding 3.1: Teachers have different views of what it means to be a teacher; teachers can have multiple identities and these may change over time.

The teachers in my study were asked to reflect on themselves as teachers and to describe their identities. Teachers gave brief about themselves which illustrated how they may have multiple identities which are context dependent. Teachers in similar contexts do not necessarily hold similar identities because their identities are also influenced by an individual's personal background and beliefs about being a teacher. Teachers reflected on how their identity has changed over time and how recent changes have affected them. In this section I will discuss three identities which came to the fore: teachers as professionals, teachers as technicians and teachers as facilitators. I will discuss each of these in turn although I acknowledge that there is overlap and fluidity in these identities.

a. Teacher as a professional

Five of the teachers in this study view teaching as a profession and hold an identity as 'a professional'. However, they have different interpretations of what that means. Martha believes that her identity as a professional is closely linked to training and qualifications and that these should be formalised through ongoing PD throughout a teacher's career.

> *I do think teachers need formal training and I think I need more of it. I think teachers need qualifications and then need to improve and increase their qualifications even if it's only by taking formal courses.*

Martha's focus is on life-long learning; since joining the institution she has studied for a Master's degree and PhD. She is regularly involved in organising and

presenting at conferences and workshops and she explains why she perceives these as important professionally:

> *I think teaching as a profession does imply that you are continually developing professionally, by writing for publications, by presenting at conferences, by attending conferences by taking courses or at the very least by reading a journal like ELT Journal or TESOL quarterly. I think it's about staying on top of your field. I mean would you like to go to a doctor who never read the Lancet or the British Medical Journal? Because things change over time in every profession.*

Martha describes how she uses action research to support her classroom teaching:

> *The thing that has defined me most as a teacher is action research projects. I like finding out about what's working and not working, looking online a little bit, trying to figure it out, how can we help students, how can we solve this problem ….. So I guess teaching as a professional probably has to do with qualifications, professional development, and caring about how your students do.*

Neil's notion of identity as a professional differs and he perceives that a teacher's identity should be manifested in their words and actions:

> *Well you've got to walk the walk and talk the talk. I mean you have to be able to do that it's like any other job isn't it. It's like my friend he's an architect and he can talk architect. In a meeting with a group of architects, he knows how to speak architect. And in the meeting with a group of teachers you have to know how to speak teacher, and I think I can. I think when we have conversations where you have to figure out how to do something you can do it in a professional fashion.*

Neil emphasises the importance of relationships with other professionals, working together with others in a community of practice and learning from each other.

Jonathan's views are similar to Neil's although he places more emphasis on how a teacher thinks:

> *Well I think a professional teacher gauges his context, gauges the requirements of the institution he is working for, and then makes adjustments, and manages everything to achieve the best possible outcome for the students and I guess the other stakeholders who are in the institution.*

Jonathan' understanding is similar to Martha's in that he recognises the importance of PD and technological upskilling:

> *Yes I would say there has been real professional development here which is well supported, and it does foster professionalism. And I think if you want to develop yourself then you have to stay up to date, particularly with technology, and particularly in this environment where everything changes so fast.*

He describes how his teaching diploma made him more holistic in his thinking about student outcomes rather than being focussed on teaching lesson content. However, it was his doctorate which influenced his thinking and he believes that this was the transformation period when he changed from having an identity as a technician to an identity as a professional:

> *During the doctorate and doing the extended study I was relating to all the literature at a very deep level, doing my own research and being held to very high standards of analysis in the relationships of ideas, and to other people's ideas. And I think that increases your level of professionalism.*

Jonathan mentions that a professional guides others, as well as leading other initiatives. This indicates that a professional teacher would play a much more holistic and multifaceted role in an organisation than solely teaching:

> *And then there is 'the teacher as a professional'. I think he guides not only himself but perhaps other teachers as well, someone who designs curriculum, designs assessments, determines outcomes and is able to structure the learning environment or a learning situation that supports outcomes. So I would say and I would hope that I am at the level of a professional teacher in that I'm developing content and I'm working towards outcomes.*

b. Teacher as a technician

Teachers also understand that as employees they have a role to fulfil and that they are under an obligation to their employer to follow certain policies and procedures. Their reflections show how they define their identity in different ways according to their individual perceptions of their role. Three teachers used the term 'technician', likening themselves to factory workers and clerical workers, or referred to certain

aspects of their role as a ‘task’ or ‘job’ which has to be completed. These terms imply that in certain contexts teachers feel de-professionalised, particularly when their role focusses on a clerical or administrative function.

One of the changes that has been introduced recently requires teachers to clock in and out using biometrics, to work a minimum 6 hour day and 40 hour week. Some teachers see this as conflicting with their identity as professionals and Neil explains how this has affected him negatively:

> *The clocking in and out system makes you want to be exactly what they treat you like. I will come in at nine and go home at five. It’s made me do my job in a different way. I mean now it’s like working in newsagent, or a factory. I come in and I do my hours and go home. And I don’t really have any interest in it beyond that.*

Jonathan describes his understanding of a technician identity:

> *I think there is a difference between, let’s say a teacher technician who can be given a book and then relay the content which is in the book in a way that is satisfactory to somebody observing, and where the students are getting something done. I would see that as ‘the teacher as a technician’, where almost anybody who is literate can probably do it.*

He relates to how he functioned before he completed his doctorate:

> *I think because in a lot of ways I just responded to what was being presented to me by the team leaders. Whatever it was even if it was sensible, I didn’t really have a crystallised picture of why it was sensible, and I was always saying I’ve got to get through this, I’ve got to get through this, and I was always reacting. And I would develop a lesson plan, even though I would think well this isn’t ideal but I’ve got to make it work in class. So I’m going to do this and this and this, so that I can get through the program. I guess that was a technical response, responding to a case by case situation, responding to situations as they occur.*

Jonathan goes on to explain why recent changes have disempowered teachers and eroded their professional status as they have lost control over their practice:

> *I think the more power that is taken away from the teacher as professional, the more he is forced into the role of technician. And I would say that could*

be done by anybody of moderately high intelligence. And literate, and with some basic people skills. A technician has a set of responses and approaches that he has to get through this particular job and onto the next job. Before I studied my doctorate I saw myself as a technician, rather than a professional. Being a professional is much more strategic, and holistic.

In contrast, Martin does not have any issues with following policies and procedures and sees it as his job to carry out duties assigned by his employer:

I'm quite happy for the institution to clarify my role and to get on with it. If something is required in a classroom or in any other environment, if that's what is wanted, then I think that it's part of my contract to provide this. I'm sure that everybody at some stage of their career is asked to do things that they may not agree with, or may not understand, in any job. I mean that's life. But during my time in the college and especially recently, that role has become a lot less clear. So I probably feel dissatisfied, but I don't take it as a personal affront. And if this is what the management of the institution wants, this is what they are going to get.

Martin openly states that his identity is that of an employee; he does not consider teaching as a profession or vocation and perceives teaching to be a technical endeavor as determined by the institution.

c. Teacher as a facilitator

In the context of teaching and learning, three teachers refer to their identity as facilitators. This term has come to the fore with the increase in the use of technology which allows students to work independently and at their own pace. Jonathan has adopted more of a mentoring and facilitating approach and believes that the 'technological revolution is forcing a learning revolution'. He says:

You have to build in flexibility for students so it's much more of a gradual movement towards outcomes rather than a typical ESL approach. And I think they respond well to teacher reinforcement and teacher feedback.

Jenny explains how her perception of teaching has changed particularly in her current context where students are taught through online courses and blended

learning approaches. She also sees her students being a factor in her own identity as she perceives that they will only complete assignments which are linked to a grade:

> *So my perception of being a teacher has changed. I think I see myself more as a facilitator rather than a teacher. And that our students here are quite resistant to being taught. They will do something for grades but they're very resistant to you teaching them something.*

Zara agrees:

> *You make it clear what the outcomes they are working towards are, and then you really just try to help them get to work on it. And you work as a mentor, an assistant leading them towards the course outcomes, you know gradually.*

There is evidence throughout teachers' descriptions that they may hold multiple identities and adopt these depending on the context in which they are working**.**

4.5 Research Question 4 - What factors and experiences affect teachers' understanding of identity negotiation?

To address this question, teachers were asked to reflect on the factors that have influenced them throughout their lives and careers. They describe their backgrounds, early experiences of education and their route to becoming a teacher. Teachers were able to talk generally about influences in their life and more specifically about memorable incidents which have affected them.

Finding 4.1: Teachers have different ways of understanding how their identities are negotiated.

Through reflection, teachers are aware that their identities have changed over time. When asked to describe how these changes have been negotiated, they have individual ways of articulating how they perceive their own identity transformation.

Neil describes his view that teachers have 'growth spurts' which come about as teachers 'languish then jump' to a new level. For him these growth spurts have

occurred when new projects and innovations have been introduced and he has learned from those experiences and from his peers in a community of practice. This introduces a notion of the maturing of a teacher over time.

Zara uses the term ‘reframing’ when she describes how her views on what it means to be a teacher have changed. Different contexts and experiences have brought about new challenges which have required her to reframe her identity and behaviours to fit each situation.

Martin refers to the fluidity of his identity and recognises that it has changed over time. He perceives that continuous reflection plays a part as the interpretation of events ‘seeps into your consciousness’ over time. Martha talks of ‘absorbing’ her different social and personal experiences. Jenny uses the words ‘adaptability and flexibility’ to describe how she perceives identity to change over time. Jonathan describes how teachers respond to events by a continuous process of ‘thinking and adjusting’ their practice to suit the needs of the situation. He also sees his own career as moving from a functional mindset of the technician to the more strategic role of a professional which is more holistic.

Teachers also understand that there are many factors which impact on them and Neil refers to being the ‘sum of our prior experiences’. This notion is mirrored by Jenny who says that ‘everything has fed into who I am’ including her personal and professional life. Martha believes that every experience, good or bad, makes you into the teacher you are going to become and that with hindsight one can look back more objectively on less pleasant and less positive experiences and still learn from them and be influenced by them. In the next section, teachers describe some of their past experiences and how they have affected their identities.

Finding 4.2 Teachers identities are negotiated by background and personal experiences, context and professional learning,

a. Background and personal experiences

During their reflections, teachers alluded to how their personal experiences can help them understand their students' perspective. Zara describes how she was 'a little bit on the outside' at school having come from a different cultural background to her peers. This enabled her to identify more empathetically when teaching migrant students, and since then has made her much more aware of and curious about differences between people's cultures and learning styles. She believes that this continues to impact on how she interacts with students and her identity as a teacher. All my participants have taught in at least one other country as expatriates and they are able to describe how the have absorbed different things from their travels and experience of different cultures which have impacted on their identity.

Jenny and Zara have teenage children and both refer to their experiences as a mother as influencing their identities as teachers. They have described how they have become more patient, more tolerant of noise and more attuned to how young people learn. Martha has bilingual children and during her daughters' younger years she kept a diary of her learning which has influenced her own understanding of second language acquisition. Being mothers has changed how these teachers relate to their students, how they perceive learning and consequently their identities.

b. Context

There is evidence that as teachers participate in activities in different contexts they take in new ideas and may adopt these and fit them into their existing identities. The situational context of this study has already been described and teachers discuss how this affects them emotionally and behaviourally. They are also able to reflect on previous contexts; from these they demonstrate their understanding of how certain aspects of these prior contexts continue to affect them.

Jonathan explains his understanding of how his identity has been transformed by various contexts:

> *I guess people constantly think and adjust, think and adjust as they try to put forward their own agenda. Conditions are constantly working on them so that they become a compromise between what they see themselves as and what the context makes them into. I'm constantly being impacted on by the circumstances in which I work. So I suppose if I'd been somewhere else probably I would have a different approach or mental attitude or way of thinking about students, the job etc.*

Jonathan previously worked in Korea and he relates how his approach to teaching was much more open and adapted to the way in which Korean students learn whereas Arab learners require a much more structured approach.

Zara explains how her identity hinges on how she perceives her impact on her students' lives. She emphasises the importance of her relationship with her students as being crucial to how she sees herself as a teacher:

> *I think contextually things change so as you find yourself in different environments there are different ways that you are perceived and how you interact with that. So you may alter the way that you see yourself.*

She continues by describing how her identity has changed from working in two contrasting contexts:

> *But I think that particularly in this Middle Eastern context, I still think there really is a lot of respect for you as a teacher. From the students and maybe from the wider community. Maybe in that sense of impacting somebody's life, I think that's still there. Maybe a little bit less given the culture that we're in now where family has the biggest influence on the way that people are. But for me when I was in the context of working with migrant refugees I had a greater sense of the impact I was having, whereas maybe here there is a little bit less.*
>
> Can you explain why the impact is different?
>
> *So when you are teaching people literacy, you know people that don't know how to read and write, and they're adults, and then you teach them how to write their name…… that's amazing……that's a huge thing! So yes, how I see myself as a teacher will obviously depend on the context.*

Jenny explains how she perceives her own identity to be related to her current context in which she has worked for many years:

> *I think the bulk of my experience has been with Emirati students here in the UAE, and I think that is what has shaped me as a teacher. The context I work in. I think in this context with Arab male students, the way that they perceive you, if they perceive you as a young woman or sister or mother or grandmother, I think it changes how they relate to you and how you can relate to them and therefore how you can teach them. And it changes your identity as a teacher, the way that you identify yourself. But I hope I would have the adaptability and flexibility to still be a teacher outside of here for all these years. I think I have become very attuned to Arabic learners, what they respond to, how to build a rapport with the class of Emirati students. And I think that has shaped me very much, where I am as a teacher.*

Jenny considers her identity to be strongly related to her current context and recognises that her identity can change when she moves to a different context. She also recognises that there are other influences that have affected her such as the opportunities that she has taken to be a life-long learner and this is a factor that has been acknowledged by others.

c-Professional learning experiences

Jenny explains her perception that the learning she has done in her later career has been more influential in transforming her identity than studies that she undertook to become a teacher:

> *I think also the way I learn has had an effect on the way I teach. How it makes sense for me to give people information or teach people as skill I have learned from my own studies. And especially my studies later on in life, not so much my studies when I was younger. Because it didn't relate in the same way that my Masters did. And I think my PhD study has given me a much better understanding of myself, how I teach, and how it feels to be learning.*

The experience of being a student in later life is also identified by Neil who reflects on how being a language learner has an influence on how he sees himself as a language teacher:

> *Going back and studying myself was good because to take the other side as a student again is good. And I think that being in Argentina was good because*

> *I tried to learn Spanish and I'm hopeless at learning languages so I always tell the students that I can understand where they're coming from. It gives you a kind of humility I suppose, and I think we all are the sum of our prior experiences.*

Jonathan recognises that his identity has been influenced by professional learning experiences, in particular his DELTA and doctorate. He believes that his DELTA increased his professional awareness giving him a broader understanding of theory of learning. However, he views his doctoral studies as a crucial factor in transforming his identity from that of a technician to a professional:

> *During the doctorate and doing the extended study I was relating to all the literature at a very deep level, doing my own research and being held to very high standards of analysis in the relationships of ideas, and to other people's ideas. And I think that increases your level of professionalism.*

Zara describes how she identifies closely with the genre theory of the Sydney School which she studied during her Masters. She reflects on how this has become deeply entrenched in her beliefs about language and this approach permeates all her language teaching. Similarly, Neil believes that he can recognise teachers who have been trained through the same qualification as he has:

> *I think if you look at people you can say your teaching style comes exactly from 'there'. I mean you know those people who have been through the standard British Council style, I mean they teach that way. You can see them a mile off because they have taken on all that CELTA, DELTA stuff and that is how they teach and you do become the sum of your past experiences.*

Teachers interpret their learning experiences in different ways and most reflected on how it had improved their understanding of educational theory. However, Martin describes how his studies have left him questioning the educational process:

> *You can deliver the same lesson with the same materials and the same content to supposedly the same group and you get a completely different result and how you are supposed to analyse that, what tools were given as teachers to make any sense of that experience, I don't know. I did more theory related to learning when I did my MA, and at the end of that MA I came out thinking well I didn't know much about this before I went in. Now I know more, but it doesn't help me in the slightest. In fact, it makes me question the whole process.*

4.6 Conclusion

The findings in this chapter illustrate the similarities and the diversity of responses within the participant group. Teachers identify a range of examples of change which have taken place in recent years in the research institution related to the curriculum, assessment, pedagogy and contractual obligations which provide background to their descriptions of the effect of these changes on their emotions and identity.

Teachers' descriptions suggest that they go through an appraisal process in which they make primary appraisals of the relevance of the change to their goals and ego-identities. They make secondary appraisals about how they will respond to the change depending on future expectancy. Teachers articulated their emotional responses to change in varying amount of detail. Some of my participants were more willing to talk openly about their emotions but all teachers expressed how they felt about certain aspects of change and its effect on their lives. It became apparent that changes which impact on teachers' personal lives also affect their working lives and how they feel about their job. Changes evoked positive emotions when they are congruent with teachers' beliefs and negative emotions when they are incongruent. Teachers were ambivalent to change in only a few cases. These findings helped me to gain a detailed insight into the range and intensity of teachers' emotional responses to workplace change. Finally, teachers were asked to describe how change affects their identities as professionals. Through reflection, teachers were able to identify and articulate how they see themselves as teachers and what factors affect their identity negotiation. Teachers recognise that they may hold different identities which come to the fore under different circumstances; those most commonly held are as professionals, as technicians and as facilitators. All teachers recognise that their identity has transformed over time but they view the process differently. They identify a variety of factors and influences, the most dominant being background, personal experiences, context and professional learning.

In this section I have attempted to bring about an awareness and understanding of the perceptions of teachers and to describe their experiences. The chapter which follows highlights the key themes which emerge from these findings.

CHAPTER FIVE - DISCUSSION

The aim of this thesis is to gain a deeper understanding of the way in which reform affects teachers' emotions and identities. In order to achieve the aim I set four objectives:

- What is the effect of change on teachers' emotions?
- In what ways do teachers respond to change ?
- How do teachers interpret their identities?
- What factors and experiences affect teachers' understanding of identity negotiation?

5.1 Teachers' emotions in a context of change

This section begins with an exploration of the effect of change on the emotion work of teachers at MEC. I then analysis of the effect of change on teachers emotions applying Lazarus' (1991) theory of emotion which enables me to identify how teachers make primary and secondary appraisals of change. I discuss how I have used Lazarus' core-relational themes to categorise the range of different emotions expressed by teachers. Finally I discuss the various coping strategies that teacher's adopt to deal with their emotions.

5.1.1 Teaching as an emotional practice

In my literature review I discussed the notion of teaching as an emotional practice and the empirical work of Hebson et al., (2007) who explore teachers emotions in a context of reform (p35). They argue that 'educational reforms and performance targets in the English educational context use an over-rationalised, prescriptive formula of how to cope with specific events in the classroom that fails to take into account the history and culture of the pupils, the classroom, the school and the local community' (p689).

In comparing this with the emotion work of teachers in my study, there is evidence in one teacher's description that his work has been affected. The reduced autonomy

of teachers in the classroom, and the highly controlling and prescriptive manner in which academic advising at MEC should be conducted indicates that teachers' commitment to students and the emotional investment required is being challenged. In Finding 1.1 Neil describes how these changes are not beneficial to students. He is no longer able to engage with students because the advising process is overly prescribed and standardised. There is no time or opportunity to demonstrate care and compassion, or to treat students as individuals. He has found it frustrating to have to comply with activities which he does not believe is in the best interest of students. However, by completing the task in the manner prescribed he is deemed as competent. This is similar to the findings of Hebson et al., (2007:688) who describe how teachers were less able to use an 'embodied approach' to their pupils by treating each pupil as an individual which 'requires spontaneity and discretion'. Instead they used a standardised approach which enabled them to be assessed as competent teachers. I suggest that the limited references to emotion work by teachers in my study may due to the context of a tertiary college in which the students are mature males and less needy of the care and compassion that might be more relevant in schools, and culturally inappropriate especially with female teachers.

5.1.2 Applying Lazarus' theory of emotion

I used Lazarus' (1991) theory of emotions as a framework to interpret the changes identified by my participants and their descriptions of how these changes affected them emotionally. The framework implies a staged progression through the aspects of primary and secondary appraisal. However, it is highly unlikely that teachers thoughts and behaviours occur in a conscious linear process; aspects of primary and secondary appraisal may occur simultaneously, be repeated and may change over time.

Lazarus (1991) distinguishes between primary and secondary appraisal. My findings illustrate that when teachers make primary appraisals they are making judgments about how relevant the change is to them and whether it aligns with their goals and values. These examples also endorse the assertions made in the literature review that goal congruence leads to positive emotions and incongruence leads to negative

emotions (Day et al., 2006; Schutz, 2014; Sutton and Wheatley, 2003; van Veen et al., 2005; van Veen and Sleegers, 2006). These examples support the findings of other empirical research discussed in the literature review. Schmidt and Datnow (2005) concluded that teachers' emotional reactions are a consequence of their sense-making of reforms. This study endorses that view as in each of these examples teachers appraised their situation by attempting to make sense of it in terms of its relevance to them and whether or not it was congruent with their existing values and beliefs. This study also supports the conclusions made by van Veen and Sleegers (2006); teachers who perceive congruence between their professional orientations and current changes react more positively than those who perceive incongruence.

Teachers' ego-involvement depends on how they perceive their self or their identity is affected by the change, suggesting that the higher the involvement the more intense the emotions. For example, Martha's extreme emotions about changed assessment practice is likely have been due to her high ego-involvement as the change conflicted with her self-esteem, moral values, meanings, ideas and well-being of her students. Jenny's strong emotions about contractual changes were due to her ego-involvement and the threat to her personal role as a single working mother. This also aligns with Smith and Datnow's (2005) assertion that more intense and negative emotions arise from change which conflicts with teachers moral purposes.

In secondary appraisal, teachers make judgments about their ability to deal with the change. In my examples, all teachers assign external blame to the institution. Where the change is incongruent, teachers assign blame for the change event itself; where the change is congruent, Jonathan and Martin assign blame for the manner in which change has been implemented. Four of the teachers assert that they have the potential to cope with the change; this interesting when the change is goal incongruent and both teachers describe how they have adapted. Neil has the potential to cope because he changes his orientation to it; he is initially angered and frustrated but he later becomes passive and decides that he will behave in the manner he deems most appropriate and face the consequences. Zara also changes

her orientation by accepting the change and focusing on her teaching and her students. She therefore consciously diverts her attention away from the stressor.

5.1.3 Exploring Lazarus' core-relational themes

Lazarus' core-relational themes provide a useful mechanism for determining emotions, particularly those that are more complex or ambiguous. Some emotions, fright, guilt, shame, envy, jealousy, disgust, relief and love, were not identified; this does not mean that teachers did not have these emotions, rather that they were not apparent from the descriptions or teachers were not sufficiently open about disclosing them. There were more references to negative emotions than positive and this is corroborated by other empirical studies on change in other countries. Hebson et al. (2007) describes UK government reforms as a key source of dissatisfaction. Hargreaves' (2004:298) study of 50 teachers in Canada concluded that 'emotional responses to mandated change are predominantly negative, occasionally mixed and seldom favourable'. A study in China (Lee et al., 2013) found that only 4 out of 13 interviewees responded positively to external curriculum reform. In my study, as in Hargreaves' (2004) study, there were two teachers who were unable to express any positive emotions about change at all. However, van Veen et al. (2005) show how one teacher can have both positive and negative emotions about the same reform initiative and this was true of Martha who was initially excited about the iPad initiative and later angered, and Neil who was angry about management interference and later became passive and ambivalent.

a. Positive emotions

Three teachers expressed happiness and associated emotions when they considered that they were making progress towards their goals and that change episodes aligned with their values and beliefs. The kind of changes which led to these emotions were those which were perceived by teachers to provide opportunities for creativity and professional growth both personally and by developing skills, and where teachers were able to work together in a collaborative and supportive environment.

Whilst each teacher's description of change and associated positive emotions is unique, some underlying similarities can be identified. Firstly, participants refer to high levels of interaction and support amongst teachers who worked together collaboratively. Neil describes how he was excited by a pilot project which involved ongoing collaboration with consultants and colleagues. Martha described how the introduction of iPads, although a significant challenge, was characterised by camaraderie, mutual support and sharing of expertise which she found very enjoyable; Jonathan was excited to be part of a team in the development of a new course. This is reflected in the literature which asserts that collaborative relationships can foster positive attitudes during periods of reform, for example through communities of practice (Wenger, 1998). Harris (2011:166) adds that such communities can be 'a source of change and renewal within the system placing teachers center stage as the ultimate arbiters of successful educational change'. There are numerous indications in the literature that certain activities in schools evoke positive emotional responses from teachers. Darby's (2008) empirical study on emotions highlights how one teacher overcame her fears and delighted in interacting and collaborating with others. Ballet et al. (2006) refer to collaborative relationships in a context of change such as sharing materials and planning together which helps to reduce the strain that teachers experience. Flores and Day (2006:230) found that 'teachers who worked in collaborative cultures were more likely to develop and to demonstrate positive attitudes towards teaching'. Similarly, Clandinin et al. (2009) refer to teachers being sustained through research or knowledge communities. These conclusions indicate to change managers that fostering collaborative groups and communities of practice is one way of creating a more positive and successful change process, and this is supported by teachers in this study.

Secondly, participants who expressed positive emotions referred to their own professional development and learning as being an important aspect of the change initiative. They describe how they were supported by college-based professional development and training in technology, as well as benefitting from external expertise. For example, Neil referred to a project being led by external consultants who set up initiatives and then visited from time to time to check on progress, provide

support and give feedback. Martha described how she benefitted from the expertise of an Apple consultant during the introduction of iPads. The advantage of using external expertise is acknowledged by Gitlin and Margonis (1995:383) who suggest that 'administrators need to provide significant assistance from outside consultants and other 'change agents' to help teachers begin to master the new innovations'.

Finally, although the projects and changes to courses were mandated by management, they elicited positive emotions when they included high levels of teacher initiative and involvement in creative endeavours. Hargreaves (2004) identified that mandated change may often be a stimulus for what teachers regard as self-initiated change, about which teachers tend to be positive. Although teachers did not make specific reference to self-initiated change in my study, there are some indications that autonomous activities were an outcome of certain mandated initiatives. For example, Jonathan described his enjoyment of developing the materials for a new course which was imposed in a limited timeframe. His positive reaction was due to being able to take on a leadership role, make decisions about course content, draw on his own expertise in the development of materials and assessment, and collaborate with others in the development of the course. Martha talks enthusiastically about the introduction of iPads which was a centrally imposed change. However, teachers were given freedom to collaboratively develop and create the course content which she found exciting. These teachers may be likened to Ryder and Banner's (2013) 'risk takers' who find ways to embrace the more innovative elements of reform and take the opportunity to change their professional lives, and similar to teachers identified by Lee and Yin (2011:34) who were prepared to 'move out of the comfort zone of their professional practice and to embrace the uncertainties of reform'.

Only one teacher referred the emotion of pride. Martin described how the institution had, over a relatively short period of time, introduced cutting-edge technology and made claims that it was one of the first educational institutions to have a wireless campus and use iPads for example. Lazarus (1991:271) argues that pride and happiness differ because 'the causal event associated with pride is not only positive, an uplift, it also confirms or enhances personal worth'. The introduction of technology

is something which Martin values strongly and as a result his ego-identity has been enhanced. In expressing pride he takes credit for the achievement of the institution with which he identifies.

b. Negative emotions

Finding 1.6 outlines the negative emotions expressed by teachers in this study which affirms that changes in the research institution evoke more negative emotions than positive. The three categories of negative emotion identified were anger, anxiety and sadness.

Change events associated with anger were often caused by 'a lack of something' such as a lack of control, flexibility and autonomy. They were also caused when teachers perceived that they were not being listened to or something was being poorly implemented. In all but one cases, anger was created when participants perceived that they were unable to fulfil their role as teachers, and the change events described related to teaching and learning. For example, Neil was angered by the directive that students could not leave the classroom because his autonomy was challenged. The exception was anger at the lack of flexibility in working hours and the imposition of 'clocking in and out'. The changes in the institution were seen by teachers to create a 'demeaning offence'; the offence was often the threat to teacher professionalism exemplified by Neil describing himself as a factory worker who does his 'hours and goes home'. Empirical studies have also uncovered similar feelings of anger about reform. In Blackmore's (2004:446) study, teachers were angry when 'they were unable to do what they felt was educationally best for their students'; one teacher explained how her anger was so strong it became physiological as well as emotional and she felt pains in her chest and arms. In my study Martha described physiological responses when she found that she couldn't sleep because of her anger over new assessment practices which were not in the best interest of the students. In a study of one teacher's response to reform, van Veen et al., (2005) describe how he became angry about the lack of time to effectively evaluate his students, and how he felt he was not being listened to by management. He perceives these as a demeaning offense which makes him angry and unhappy.

According to Lazarus (1991), the cause of anxiety is 'facing uncertain, existential threat'. Anxiety was created by uncertainty about future courses. Jenny explained how she was reluctant to spend time creating a course that might be short-lived, the threat being that her efforts would be wasted. Zara expresses anxiety about doing the wrong thing, the threat being that she would be reprimanded in some way such as losing pay or even lose her job. However, the source of anxiety which was referred to by all participants was related to job security and the overwhelming threat that contracts would be changed or not renewed. Employers in the UAE are legally required to provide residence visas, housing, medical insurance, ID cards, and access to utilities. It is not possible to remain in the country without employment and a residence visa. MEC also provided education fees and many teachers have families and children who may, for example, be at a crucial stage in their education. A source of anxiety for Zara was whether to enroll her child in school which would require paying fees in advance which would not be refundable or reimbursed if she lost her job so there is also the threat of significant financial implications. Consequently, the lack of job security for expatriate workers in the UAE means that this threat has a more detrimental impact on someone's personal situation than it would be for someone working in their home country. It is likely that the more serious implication in this context accounts for the more intense emotion expressed, exemplified by Jenny's use of the word 'fear' which implies a very strong state of anxiety; I have interpreted her fear as 'anxiety' because it relates to 'facing uncertain, existential threat' and not as 'fright' which relates to 'facing immediate, concrete and overwhelming physical danger. A second reason for the intense emotion over job security is because the uncertainly surrounding contract renewal continued for nearly a year and was ongoing throughout the period of data collection, therefore pervading teachers' thoughts and feelings at this time.

Empirical studies about reform uncover a range of emotions associated with anxiety. In Jeffrey and Woods (1996) study, teachers facing inspections were anxious about the threat of their competence as professionals being questioned. Schmidt and Datnow (2005) identified feelings of anxiety when teachers were unsure about the purposes and nature of reform and thus faced the threat of uncertainty and/or doing something wrong. In Saunders (2013) study, a teacher expressed anxiety and

insecurity about trying something new because of the threat of what her colleagues would think about her.

The core-relational theme for sadness is ‘having experienced an irrevocable loss’. When teachers described emotions of sadness it was often linked to reforms which led to the removal of something that was valued, or replaced with something deemed less valuable. These are usually change events which impact on teaching and learning or teachers ability to perform their role in the classroom.

Zara describes the loss of respect and acknowledgement of her creativity, an aspect of her pedagogy that she values highly and which enables her to adapt her teaching to the needs of her students. She describes the ‘uniformity’ that has been introduced in new courses, which focus highly on prescribed materials, assessment and coursework. Zara’s concern about losing creativity is similar to the findings of McNess et al., (2003:253) who found ‘some evidence that outside pressures had limited teachers’ abilities to use an innovative approach to pedagogy’. A teacher in their study explained how it was necessary to spoon feed notes to get students through their exams which can stultify and stifle creativity. Similarly Halpin et al., (2004:204) argue that government control stifles innovation and experimentation within the curriculum. Somewhat in contrast to this, Martha and Martin describe how they are disappointed by the removal of a measure of uniformity, the external benchmarking and moderation of courses. This indicates that their orientation towards teaching is a preference for a more prescriptive and standardised approach when preparing students for coursework and examinations. Thus different teachers will view change differently according to their professional orientations.

A further point to note here is that the emotion of sadness is elicited when something once valued is lost. Neil and Jenny are disappointed with the new PD system, but they are also saddened because it is not as good as it was in the past. Martin mourns the loss of cohesion across colleges which previously worked well. Zara has lost the ability to be creative that she once had. Teachers therefore evaluate the outcome of a change by comparing it to the situation that existed previously

Whilst there are indications that there is too much interference from management, Jenny is saddened by the lack of direction from the college leadership, and in particular the effect that this has had on cohesion amongst colleagues. This indicates that there has been a shift in the focus of management from strategic direction to becoming more involved in the day-to-day work of teachers. Jenny is therefore making a comparison between past and present management style. This is also apparent in Knight's (1998: 1292) study of curriculum reform where he found that 'feelings of loss existed due to the absence of direction which had previously been accepted as the norm'. All change events effect will affect the 'norm'; however, in this study which focusses on teachers who have been in the institution for more than 5 years, their norms are well-established and therefore the sense of loss may be greater than it would be for teachers who are relatively new to the institution.

Jenny and Martin were saddened by the loss of courses in which they had invested considerable time and effort. Whilst they accept that programmes change over time, it was the abruptness of the decision-making that has elicited the strong emotions and sense of loss of something that they valued. The implication for policy makers and managers is that teachers may not be averse to a change per se; in this example it is the brief time-scale and the apparent suddenness of decision-making that has elicited the emotion.

c. Problematic emotions

Lazarus (1991) describes the emotions of hope and compassion as problematic because they are superficially goal congruent but arise from conditions of incongruency. There are only two examples of the emotion hope in my participants' descriptions. Martin repeatedly describes how he is unsure about his role and how there is a lack of clarity in the role he is expected to perform in different contexts. Nevertheless, Martin expresses hope that this will improve in the future; he recognises that others seem to know what his role is and so the likelihood of this becoming apparent to him is increased. This aligns with Lazarus' (1991:284) assertion that 'future expectations must be uncertain to sustain hope' and 'conditions must be unfavourable but not hopeless'. This is an important emotion for Martin because, according to Lazarus, by yearning for something better it helps him

to dispel negative tendencies, motivating and sustaining him through times of difficulty.

Lazarus (1991) explains that hope is not the same as optimism, the latter indicating a high probability of a positive outcome. Hope is 'fearing the worst but yearning for better'. In Jenny's description, in which she is talking generally about changes of policy in the institution, her hope for stability in the future is based on her experience of the past. Having worked in the institution for nearly 20 years and having experienced several changes of management, she is aware this brings with it the introduction of new policies and phasing out of existing ones and the disruption of established norms. As a result, she believes that there is the possibility of stability being reestablished but she does not appear to be optimistic about it. Thus she is 'yearning that the goal will be attained despite the negative circumstances' (Lazarus, 1991:285).

Both of these teachers were facing uncertainty about contracts and anxiety about the effect of this on themselves and their families. It may be therefore, that 'the capacity to retain hope in the face of despairing conditions is probably a major coping resource' Lazarus (1991:287).

Lazarus states that in compassion, the emotion is shaped by feeling 'personal distress at the suffering of another and wanting to ameliorate it'. It is problematic because, like hope, it arises from a situation of goal incongruency but is superficially a positive emotion. However, it differs from hope because the goal incongruency relates to another person.

Interpreting the emotion of compassion is complex and Lazarus (1991) distinguishes it from empathy and sympathy. I have used his arguments to interpret compassion in my participants who described how they felt about the effect of contractual uncertainty on colleagues and changes to teachers professional status even though these changes may not have affected the participants themselves. Zara, Jenny and Jonathan are not describing sympathy which would require them to experience the same emotions as their colleague; nor are they are not describing empathy which

would require them to vicariously experience their colleague's emotions. However, they are describing varying levels of personal distress which I interpret as 'being moved by another's suffering' which aligns with the core-relational theme for compassion. Although participants did not explicitly state how they might go about helping colleagues for whom they felt compassion teachers indicated that the environment amongst teachers was supportive. Jenny describes how 'everyone pulled together' and Zara said that her office became a temporary counselling room for colleagues in distress.

5.2 Teachers' understanding of their identity

In the literature review I teacher identity as dynamic, multiple and in conflict and my findings showed that teachers understand their identity in similar ways to those identified in theoretical and empirical studies. Beijaard et al., 2004 argue that teachers' identity is continually formed and transformed, constructed and reconstructed through their lived experiences, interactions within cultural contexts, and relationships with people. Other authors (Darby, 2008; Day et al 2006; Lasky, 2005); Stronach et al. 2002).; Vahasantanen, 2015; Zembylas, 2003b) use an array of terms to describe how teachers' identities continue to evolve throughout their career, even if they are already experienced teachers. There is evidence in this study that teachers recognise their ongoing negotiation and reshaping of identity; for example, Neil refers to growth spurts which tend to accompany professional learning experiences; Zara describes how she reframes her views and re-shifts her thinking in response to educational reforms; Martha acknowledges that one absorbs experiences throughout one's career and Jonathan talks about consciously thinking and adjusting practice. Teachers are therefore unified in their realisation that their identities are in a process of continual evolution as they adapt to new experiences, requirements and activities.

The literature asserts that teachers inhabit multiple professional identities (Brubaker and Cooper, 2000; Cooper and Olsen, 1996; Sachs, 2001) and refers to the multifaceted nature of teaching (Rodgers and Scott, 2008; Smith, 2007) where identities may be related to a teacher's roles in different circumstances. I asked

teachers to describe how they view themselves and the three main identities recognised were as professionals, as technicians, and as facilitators. All teachers recognise that they have multiple identities depending on context and situation although most saw themselves primarily as professionals. The exception was Martin who perceives himself more as a technician, fulfilling a function, and happy to have that function defined by the institution. Teachers also perceived that their identities had changed over time. For example, Jonathan acknowledges that he previously held an identity as a technician who delivered prescribed materials; more recently he has been involved in strategic course planning which he thinks is an identity as a professional. Jenny and Zara perceive that their identity has changed with the embedding of technology and they have changed from imparting knowledge to becoming facilitators, especially in terms of their classroom practice. These perceptions support the notion of postmodern identities which are characterised as being multiple and fragmented. This is evidenced by teachers seeing themselves as professionals, technicians and facilitators in various contexts of their work.

Cooper and Olson (1996:78) refer to the multidimensional nature of teacher identity and Sachs (2001) distinguishes between two dimensions: an entrepreneurial identity where teachers tend to demonstrate compliance to policy and work efficiently according to standardised practice, and an activist identity where teachers collectively and takes responsibility for their own professional learning. There is evidence that teachers in this study have at times adopted these identities. Jonathan and Martha align towards an activist identity; both have undertaken doctoral studies and both have embraced reforms and work collegially with colleagues as course team leaders and in developing materials and assessments in largely teacher-led initiatives. Martin aligns towards an entrepreneurial identity; he is compliant and views his role as that of an employee whose role is prescribed by the institution. Jenny, Neil and Zara tend to fall in between, and outside of, these identities. Jenny is currently studying for her doctorate and has taken responsibility for her professional learning; however, she has tended to withdraw from other activities as she is disillusioned with her current working context and does not hold an activist identity. Neil and Zara tend to be outwardly compliant but are able to mediate their behaviour to align with their personal beliefs and values.

Day et al., (2006:614) state that 'that identity is affected, positively and negatively, by classroom experiences, organisational culture and situation-specific events which may threaten existing norms and practices'. There is evidence in teachers' descriptions that there are changes to existing norms which have affected the identity of teachers in this study which has led to conflict. Similar to teachers in Caihong's (2011) and Watson's (2006) study teachers face tension when their beliefs and values conflict with the needs of the system. Martha's identity was in conflict because her strongly held beliefs and norms about how assessment should be carried out were different to the new system that was imposed and the person implementing it. When the micro-political situation became untenable she relocated to a different department where she was able to adjust to the new assessment strategy by leading the implementation herself. Jonathan describes how his identity was threatened when his status as an English Language teacher was changed to a Liberal Studies teacher to support the needs of the institution. He was able to reconcile himself to this by adapting his practice to teach research skills and to work within this reform. In these examples, these context-specific reforms have required teachers to adapt their work practices when their beliefs and values have been challenged.

5.3 The effect of change on teachers' identity

van Veen et al., (2005) and van Veen and Sleegers, (2006) assert that periods of educational reform particularly affect teacher identity because of the high level of emotion involved. This study was undertaken eighteen months after a new management regime was introduced in the college and after numerous changes had been introduced. As previously discussed these pervaded various areas of teachers' working lives (Table 4) and had a profound effect on teachers' emotions (Section 5.1.3).

In this section I analyse how teachers perceive that these changes have affected their identities by exploring four themes: deprofessionalisation; policy enactment; teacher agency and boundary experiences.

a. Deprofessionalisation

Randle and Brady (1997:136) assert that: 'The deprofessionalisation of the lecturer is a direct outcome of government strategy within the FE sector.' They add that this deprofessionalisation has led to intensification of work, disputes over new contracts and reduced professional autonomy of lecturers. This mirrors many of the changes identified by teachers at MEC. As a result, teachers perceive that their identity as professionals is being eroded as a result of reform and their identities are impacted. Jonathan and Neil describe the interference by management into classroom activities as a negative intrusion. Martha refers to feeling 'dehumanised' by the reduction of autonomy and the regulation of working hours on campus. Zara explains how she feels there is a lack of trust in teachers to do their job which makes her feel differently about her work. This suggests that change in the institution is not just affecting what teachers do, it is affecting who they are. These views are reflected in other studies globally which explore teacher deprofessionalisation. In Blackmore's (2004) study, Australian teachers saw changes as 'indicative of a loss of trust in professionals and deprofessionalisation through increased control over their core work of curriculum and pedagogy'. Jeffrey and Woods' (1996:327) study in the UK found that deprofessionalisation involves 'the loss or distillation of skills, routinisation of work, the loss of conceptual, as opposed to operational, responsibilities' and Law (2003:169) asserts that teachers in Hong Kong are being 'deprofessionalised by education reform, and increasingly distracted from their core function'. Day (2002:687) refers to similar studies in England, France, Denmark and Norway and concludes that 'the role of teachers as knowledge constructors has been eroded, that autonomy in classroom decision making has been constrained, and that roles have become more instrumental'. One of the challenges identified by this research, and which faces teachers in their mid-late career in particular, is how they can learn to deal with this threat to their identity, particularly when long-established values are at stake. McNess et al. (2003:248) found that some teachers in their study 'expressed a feeling of fragmented identity, torn between an official discourse which emphasised technical and managerial skills, and a strongly held personal view which emphasised the importance of an emotional and affective dimension to teaching'. Ballet et al. (2006) pose the crucial question of how teachers can move beyond the

threat of de-skilling and de-professionalisation resulting from intensification of their work.

b. Policy enactment

Teachers in this study describe a variety of mandated changes to the curriculum, assessment and pedagogy. This includes macro-level changes where courses have been phased out and new courses introduced, changes which affect course delivery and assessment through the adoption of dedicated technological hardware and software, the use of eTexts, and changes to teaching philosophy such as the emphasis on 'learning by doing'.

Appendix 8 lists the documentary evidence of changes in MEC during the data collection period from June 2015 – January 2017 in chronological order. This includes institutional policy documents, memos and directives from the Vice Chancellor, and emails from the department Chair. During this period there were 51 documents relating to changes. However, these represent only those made available to Faculty, and those relevant to a small group of 25 teachers in one department in one college. There is evidence that many of the changes referred to by teachers came about through externally mandated policies such as those relating to assessment and grading, attendance monitoring, class size, faculty workload and qualification equivalency.

In some cases, for example Class Size Policy, Faculty Workload Policy and Attendance Policy, documents were sent to teachers in their original format. However, more usually, policies were cascaded to staff through the College Director or other members of the leadership team, the HR department or departmental Chairs who were tasked with introducing the changes in their departments though emails and meetings. There were also some major changes which teachers refer to but for which there is no documentary evidence, for example, the use of e-texts to replace text books, and the phasing out of established courses.

The documents themselves provide little indication of the magnitude of change or the effect on the working life of teachers. For example, a relatively brief eight page directive on grading and assessment created a plethora of changes not only to the

assessments themselves but to the associated content of courses, teaching strategies and teaching materials in order to reflect the new assessments.

In section 2.4.2 I discussed the conceptualisation of policy by Braun et al., (2010) as a process subject to interpretation and that there is seldom, if any, guidance on how policies should be carried out. There is evidence in this study that the interpretation of policy at MEC differs according to the policy actors involved in its enactment which frequently gives rise to confusion and ambiguity. For example, the documents at MEC give limited indications of procedures required to implement policy which supports the premise discussed in the literature review that 'policies do not normally tell you what to do, they create circumstances in which the range of options available in deciding what to do are narrowed or changed, or particular goals or outcomes are set' (Ball, 1994:19 quoted in Braun et al., 2010:549). One example is an extract from the Class Size Policy; this includes a recommended class size and other variables which could be taken into consideration.

Extract from Class Size Policy (Document 6)

3.0 Policy

The recommended class size is approximately 20 students. This is subject to variance depending on the nature of the course, type of technology used, available space, and the safety of students, faculty, and staff.

There is no indication of what variance is acceptable, or what courses or technologies might warrant smaller or larger class sizes, all of which could be interpreted differently by different policy actors. However, the findings indicate that the result of this policy is that class sizes have increased (Finding 1.1c).

A second example is from the Academic Advising Policy document which provides guidance on who should conduct advising, its purpose, the number of students and the relationship between advisor and advisee.

Extract from Academic Advising Policy (Document 17)

3.0 Policy

3.1 Academic advising will be performed by faculty or suitably qualified academic or non-teaching staff.
3.2 Academic Advisors shall be allocated students in order to facilitate continuity of advising through the program.
3.3 The number of students allocated to any one advisor ensures appropriate workload and efficiency.
3.5 The relationship between the Academic Advisor and advisees shall encourage student success and academic progression. Interactions are focused on academic excellence, mentorship and shall promote student growth and personal development.

However, much of this was open to interpretation by the departmental Chair; instructions on how to conduct advising varied from one department to another and interpretation within departments varied from one teacher to another which reinforces the findings of Braun et al. (2010:549) that putting policies into practice is therefore 'a creative, sophisticated and complex process that is always located in a particular context and place'.

As discussed in the literature review, Braun et al. (2010) states that the interpretation of policy varies as different actors interpret policy in different ways, and this is likely to lead to confusion. This is reflected in my results where teachers are found to blame the institution and management for unclear guidance (Finding 1.3). Firstly, Martin and Jenny talked about a lack of direction, while Zara and Jonathan talk about confusion and a lack of clarity which has come about during the change. Secondly, Martin describes how messages are often contradictory or ambiguous, while Neil refers to the conflicting expectations.

The confusion and ambiguity that has often accompanied policy interpretation and enactment in this context is likely to have a profound effect on how the change is perceived by teachers. Under these circumstances it is unlikely that teachers will be able to respond positively to change, nor will they be able to absorb it into their practice and beliefs about what constitutes good teaching, or what it means to be a professional.

c. Agency

Etalapelto et al., (2013) suggest that professional agency is needed for taking creative initiatives and renegotiating work related-identities during change. However, not all teachers have the characteristics required to be effective change agents. In section 2.4.3 I discussed a framework for exploring teacher agency developed by van der Heijden et al., (2015) who identified four attributes that characterise agentic teachers: lifelong learning, mastery, entrepreneurship and collaboration. I used their eleven sub-categories with associated behaviours (Appendix 11) to explore whether my participants described these characteristics in themselves. By doing so I identify those teachers who have the capacity to be agentic and the capacity for identity negotiation in times of change.

All participants in this study possess some of the characteristics of agentic teachers. For example in Finding 4.2.c, teachers talk about professional learning experiences which demonstrates that they are all lifelong learners. However, two teachers, Martha and Martin are most closely aligned with the characteristics of an agentic teacher and describe themselves as having the characteristics in all four categories. I will now explore their descriptions in more detail.

There is evidence throughout her interviews that Martha is a passionate lifelong learner. She was educated to college degree level before joining the Peace Corps where she learnt how to teach languages. Since becoming a teacher she has studied by distance learning for an MA and a PhD in linguistics, and has at all stages of her career striven to increase her skills and knowledge through ongoing professional development. She makes several references the importance of teacher learning in Finding 3.1.a, and how, through professional development, Martha has increased her mastery of teaching and her level of expertise which she sees as fundamental to the role of a teacher.

She has also attained mastery by her own action research projects which she believes are focussed specifically on student improvement and which create effective learning environments for her students. The action research projects also demonstrate Martha's creativity as she describes her desire to try new things and her desire to be responsible for her students' learning. When new technology was

introduced in the college, Martha was a pioneer; she enjoyed attempting to try new methods, going on training courses, sharing expertise with other teachers and being innovative. In Finding 1.5.a she describes her role in the iPad initiative at MEC.

Van der Heijden et al., (2015:693) state that 'teachers as change agents are able and willing to collaborate with colleagues in order to enhance the quality of education at the classroom and school level'. Martha talks her about her support and guidance of other teachers and how, in a position of responsibility, she aims to work collegially with her team by building consensus.

Jonathan recognises in himself the characteristics of a teacher who demonstrates professional agency. Jonathan has an MA in Education, a CELTA and a DELTA; he has recently completed his doctorate and has a keen interest in research. He has taken advantage of the college's professional development programme and describes how he recognises its importance (Finding 2.1)

Jonathan is self-assured about his own expertise and he felt confident to take on new responsibilities as a Team Leader which involved writing course materials and also supporting and guiding other teachers in a collegial manner. He expressed his positive outlook on this aspect of his work in Finding 1.5.a. He demonstrated his creativity in developing a new research course and in finding new ways to support students who were doing research projects for the first time. He also supported other teachers who were new to teaching research skills.

Van den Heijden (2015:690) argue that 'teachers as change agents appear to successfully guide and support students' development. They seem to create powerful and collaborative learning environments for all students, and to demonstrate effective classroom management'. Jonathan describes how he has moved away from more traditional teaching and focusses on his students' needs, guiding them and supporting them as a facilitator in Finding 3.1.c.

Martha and Jonathan have identified in themselves characteristics from all four categories and several of the sub-categories. Both show desire to constantly improve themselves and their teaching; they are dedicated classroom practitioners who are innovative and creative; both are able to work collegially with others and

give support and guidance. Both of them have demonstrated professional agency in their work. Similar to the Finnish teachers in Vähäsantanen's (2015) study discussed in the literature review, these two teachers have been able to create change at the micro-level which enables them to continue to work positively and accommodate the process of reform by adopting new ways of working into their belief system and identity.

On the other hand, four participants make limited reference to characteristics which would identify them as agentic teachers. Three teachers (Jenny, Neil and Martin) expressed how they have become less willing to invest in change. Jenny explained how she has become passive in the change process because she is 'tired'. She expresses her disillusionment which stems from a cycle of change that does not get embedded in the institution and is often a 'knee-jerk' response. Neil and Martin have become more selective about where to invest their efforts because they are unclear about the purpose. This lack of engagement with change means that these teachers are less likely to negotiate and transform their identities.

Vahasantanen's (2015:5) study of professional agency of vocational teachers in Finland summarises their views about administrative regulation:

> *The teachers also experienced a lack of extensive influence on the contents and conditions of the current educational reform in its different stages. As one teacher put it: "Teachers were simply and brutally told to adopt the current reform, which they must implement. No questions were asked, it was just an order coming from above … There were no opportunities to have an influence on anything".*

Thus it may be that the four teachers in my study who do not appear demonstrate professional agency are being strongly affected by their current working environment at MEC. This does not mean that they do not possess the characteristics of agentic teachers per se, but that they have become passive in the change process for some or all of the reasons discussed, i.e. because they are disillusioned and cynical; they are skeptical about whether the imposed changes lead to progress; they are cautious about changes which may not be permanent; and they are resentful about the manner in which top-down mandated change has been implemented. In such a

context the administrative regulation may mean that they perceive they have limited opportunities to demonstrate professional agency. As a result they are unable to negotiate the reform or shift their thinking or beliefs to accommodate it.

d. Boundary experiences

In section 2.3.4 I discussed Geijsel and Meijers (2005) notion of boundary experiences. These are not simply gaps in skills or knowledge, they occur where teachers are unable to function fully because there is a misalignment with new practice and strongly held beliefs. This mismatch creates 'inefficacious vulnerability' (Lasky, 2005). Jonathan has been able to re-evaluate his position and has been able to close the gap and transform his identity. Martha has been able to overcome vulnerability by relocating and looking for other opportunities for professional growth, referred to by Troman and Woods (2001) as self-actualisation. I now explore these teachers' descriptions in more detail.

When Jonathan's role changed, his beliefs about himself were challenged and this created personal conflict. As an English Language teacher he perceived his teaching as primarily a technical role which focused on delivering prescribed lesson content. He experienced professional vulnerability because he was being forced to act in a manner that was inconsistent with his beliefs about teaching (Lasky, 2005) and initially he struggled with the concept of being a Liberal Studies teacher which required him to be more of a mentor and facilitator. This threatened Jonathan's self-esteem as his role as a teacher was in question and it affected how his students learnt which was a high priority for him. After one semester, Jonathan was asked to design a research skills course and he realised that this aligned with his own newly-acquired skills having recently completed his doctorate. He also began to adapt to his role in the classroom. Over time Jonathan was able to internalise, accept and integrate the different ways of teaching into his belief system and identity, accompanied by positive emotions. Jonathan's self-esteem increased, and socially he developed positive relationships with his team who respected his expertise and leadership. Through this boundary experience Jonathan was able to negotiate and transform his identity.

Martha described her concerns about the implementation of the college's online assessment strategy. The new system conflicted with her values about what was in the best interests for her students and how assessment should be fair and equitable to all. It challenged her self-esteem because she felt that she was not being listened to, and she experienced professional vulnerability through a feeling of powerlessness (Lasky, 2005). Her relationship with colleagues and the Team Leader in particular deteriorated and her emotional response was so extreme that she suffered from insomnia. Similar emotions were expressed by teachers in Jeffrey and Woods' (1996) study who likened their feelings to grieving and suffering a bereavement over the loss of their pedagogical values. Martha's resistance to this reform meant that she was unable to accommodate this into her identity she felt it necessary to relocate to another department. However, in her new context, where Martha's views were discussed in a more collegial environment, she was able to begin to assimilate the new strategy into her belief system. She took on responsibility for its implementation and through reexamining her beliefs was able to help shape it in a way which allowed her to absorb it into her identity. She therefore transformed her identity through this boundary experience.

However, there is evidence that for some teachers the gap between their own identity configuration and the required adaptation is too wide. Neil describes how the increasing management interference in classroom activities threatened his professional autonomy. This threatened his self-esteem as a teacher as he felt he was not respected by management to make the right decisions about the needs of this students, that he was no longer trusted and that his judgment was being challenged. Neil lost respect for management because he doesn't agree with their views about how students in further education should be treated. Although Neil is initially angered by this reform he is not vulnerable and chooses to ignore the directive by continuing to adhere to his own beliefs about how to teach.

Zara has also managed to cope with boundary experiences without adopting the reform into her identity. Zara talks about the change in management and how this affected her professionally and emotionally. The change in emphasis from a collegial environment to one where change was top-down and imposed created vulnerability

because it was inconsistent with her belief in teacher autonomy (Lasky, 2005). It conflicted with her ego-ideal of being a creative teacher, and her willingness to discuss and exchange ideas creating negative emotions (Saunders, 2013). However, Zara was able to cope with these concerns by reducing her involvement in initiatives and 'laying-low', and reprioritising her work-life balance taking the focus of her attention away from challenges at work and focusing on her 4 school-aged children. It indicates that there may be some competing elements between the professional and personal dimensions of Zara's identity (Day and Kington, 2008) and that at this time the reprioritising has been used as a successful coping strategy. Thus Zara did not transform her identity to accommodate the reform but she did adjust her thinking to enable her to cope with it.

5.4 Conclusion

This chapter has enabled me to explore situations where the emotional aspect of teachers' work has been affected. Through Lazarus' (1991) theory of emotions I have been able to gain insight into aspects of teachers' primary and secondary appraisal of change. Teachers described changes which elicited strong emotions and this enabled exploration of a range of stressors. Their emotional response was determined by goal relevance, goal congruence and ego-involvement which varied according to each teachers values, beliefs and background and prior experiences. Teachers exhibited both problem focussed and emotion focussed coping and a degree of resilience to change during a particularly challenging period. Lazarus' (1991) core-relational themes have enabled me to classify teachers emotions. By grouping them thematically into emotion families it I was able identity and analyse similarities, contrasts and relationships amongst teachers different emotional responses to change.

Teachers recognise that their identities are dynamic and are in a continuous state of flux. They recognise that their identities are influenced by their personal backgrounds and experiences, their context, and a range of professional learning experiences. They acknowledge that they hold multiple identities that come to the fore during different aspects of their work, and when facing different workplace demands. When

demands are conflicting this may create tensions which cause teachers to reevaluate and possibly renegotiate their existing identities. These tensions may also create vulnerability (Lasky, 2005). The recent reform context at MEC has led to plethora of changes which have generated a range of positive and negative emotions, and challenged teachers' norms, beliefs and identities. Teachers have described their responses and how they have coped. All teachers in this study recognise that their status as professionals has been eroded. All the teachers alluded to the conflicting, inconsistent and ambiguous nature of policy enactment which has created a negative working environment. In exploring teacher agency, it became obvious that two of the teachers in this study have the characteristics of agentic teachers according to van der Heijden et al., (2015). It is not surprising that these two teachers have also been able to overcome vulnerability, and through boundary experiences (Geijsel and Meijers; 2005) they have been able to develop and transform their identities in ways that other teachers have not.

CHAPTER SIX - CONCLUSION

In this concluding chapter, I review the aims of the research and discuss the implications of this study. Secondly, by reflecting on the research process and outcomes reached, I assess the limitations of the study. Finally, this chapter offers recommendations for future research which may extend the discussion of the effect of change on teachers' emotions and how these emotions influence the process of professional identity negotiation.

6.1 Aims and implications

The purpose of this study was to explore teachers experiences of change in a college of further education in the UAE and to assess and understand the effect of this on their emotions and identity negotiation. This study emerged from my own experiences of teaching in the UAE and other contexts, by perceiving that change often creates an emotional response in teachers, and by recognising that my own identity has been influenced by various changes throughout my career. There has been a vast amount of research on educational change in recent years, and an increasing body of literature on teachers' emotions and professional identity. However, there is very little evidence of research in a Middle East context, and limited research on identity transformation of experienced teachers. These are gaps that this study has aimed to fill.

The educational landscape of the UAE during the past 20 years has changed dramatically. Further education has benefitted from a high level of resource funding which has allowed the research institution to be an early adopter of the latest technological innovation on a grand scale. A well-qualified largely expatriate workforce has enabled administrative systems and academic programmes to be put in place and benchmarked internationally through accreditation. More recently, as a consequence of the downturn in oil prices, budgetary constraints have curtailed spending and in line with global trends there has been a move towards increased compliance and regulation. Although not as extreme as the managerialism and marketisation of education identified in numerous other studies there are parallels with the way in which top-down mandated change has been introduced. This study explores teachers' perceptions of those changes. My choice of phenomenology as

a qualitative research methodology has enabled me to capture the multiple experiences and perceptions of my participants. As an insider researcher, I recognise that I share multiple identities and profound experiences with my participants (Chavez, 2008) giving me a unique insight into their situation.

Data was collected from six mid-career teachers who were long-standing in the institution and was analysed thematically using NVivo software. All the research questions were answered by the interpretations of the interview data, and in answering them the implications of this study range from unremarkable to significant. The findings support theoretical work of Lazarus (1991) and empirical work on emotions (Day et al., 2006; Shutz, 2014; Sutton and Wheatley, 2003; van Veen et al., 2006; van Veen and Sleegers 2006) in asserting that teachers appraise a change event according to its relevance to them and its congruence or incongruence with their goals and beliefs (Lazarus, 1991). Teachers consciously or sub-consciously evaluate the change according to their ego-identity (self- and social esteem, moral values, ego-ideals, essential meanings and ideas, other persons and their well-being, and life-goals). This study provides evidence that teachers whose ego-identify conflicts with the change event will experience negative emotions, and that in order to accept the change one must adapt or negotiate ones ego-identity to accommodate the change. Secondary appraisal involves blame, future expectancy and coping potential and this study confirms that where future expectancy is favourable, teachers are more able to cope with change. The findings of this study show that even when goals are incongruent, and the future expectancy is unfavourable, two teachers (Neil and Zara) found ways to cope suggesting that some teachers are able to find creative ways to deal with change that doesn't align with their identities.

Teachers described a range of emotional responses and I have classified these using Lazarus' (1991) framework of core-relational themes. This study confirms the findings of other empirical work that teachers experience a range of emotions in response to change (Hargreaves, 2004; Schmidt and Datnow,(2005); van Veen et al., 2005; van Veen and Sleegers 2006; Zembylas and Barker, 2007). My participants describe emotions similar to primary school teachers in Schmidt and Datnow's (2005) study; intense and negative emotional reactions such as anger and

anxiety are the consequence of reforms that conflict with teachers' moral purposes, are ambiguous or which create uncertainty about the unknown. On the other hand, teachers express more positive emotions, or are emotionally ambivalent when they find reforms meaningful. This implies that teachers throughout the profession experience similar emotions about change regardless of the age groups they teach.

Teachers expressed their frustrations and negative emotions of anger and anxiety created by the lack of clarity, ambiguity and uncertainty in mandated change at MEC. Teachers frequently assigned blame on the institutional management for poor implementation and enactment of policy (Finding 1.3) and this confirms Hargreaves' (2004:296) conclusions that 'emotions of frustration with unwanted or unclear purposes and poor implementation can quickly spiral into other, even more intense emotional responses'. Hargreaves' (2004) study also found that four high school teachers did not feel that any change had been positive for them, and in my study Jenny was unable to state anything about change at MEC.

Teachers in this study are able to express positive emotions, the most common being happiness whose core-relational theme is 'making reasonable progress towards the realisation of goals'. This confirms the findings of other studies in which teachers have expressed positive emotions (Hargreaves, 2004; Lee and Yin, 2011). Van Veen et al., (2005) reported happiness and enthusiasm in a teacher (David) when a portfolio approach was introduced which aligned with his goals and student-centred orientation to teaching. This is mirrored in my findings in which Martha was happy and excited about the introduction of iPads which aligned with her goals of using technology in teaching and fostering independent learning. However, David's emotions later turned to anger and anxiety when he was unable to devote sufficient time to marking and feedback which threatened his students' progress. He found the response from management to be a 'demeaning offence' creating anger and a 'threat' causing anxiety because he was unable to perform his role as a teacher. Martha's emotions also turned to anger when she was not listened to which she found offensive, and anxiety when her professional judgment about the use of iPads for assessment was threatened. This example also affirms how teachers' emotions

may change over time as initiatives develop and that teachers' initial hopes and assumptions about a reform may not be realised.

This study has added to the very limited empirical work focusing specifically on the effect of change on teachers' emotions in their mid- to late-career, although some researchers have categorised teachers according to age. There are some parallels to be found between this study and Fink's (2003), which explores the 'unintended consequences' of top-down reform in Canadian high schools. His findings show that mid-career teachers were generally compliant with change, but were physically and emotionally 'withdrawing their commitment to the school and to teaching as a profession' (p123). This is supported by my findings in which Jenny was looking for work outside teaching and two others had talked about relocating. There is evidence that other teachers had withdrawn their commitment by becoming passive in the change process (Finding 2.2) and by passive resistance (Finding 2.3). Hargreaves (2004) also refers specifically to mid- to late career teachers who he says 'had become worn down and cynical about repetitive change syndrome that now inured them to and inoculated them against all change'. This is also supported in my study and teachers describe the waves of change as having been 'constant' (Neil), 'relentless' (Jenny) and 'exhausting' (Martha) and Jenny describes how she has become 'less and less invested over time'. Existing research suggests that mid-career teachers react to repetitive change more negatively than new entrants to the profession; this study shows that a range of negative emotions are expressed by mid-career teachers but evidence that these are any different to those experienced by their younger counterparts is inconclusive.

This study has shown that teachers are affected by change in different ways and that their responses and actions are complex and unpredictable. The most significant finding from this study is that two teachers have been able to negotiate their way through potentially difficult encounters which have initially generated a negative response. This study shows that both of these teachers possess many of the characteristics that van der Heijden et al., (2015) have identified in agentic teachers (life-long learners, mastery as teachers, entrepreneurial skills, and collaborative skills).

Both teachers have responded positively to boundary experiences (Geijsel and Meijers, 2005) by demonstrating resilience and becoming risk-takers (Ryder and Banner, 2013). They have re-shifted their thinking and re-examined their beliefs. In doing so they have been able to transform their professional identities using these emotional episodes as opportunities for professional growth and development. For Jonathan this has entailed re-examining his existing identity as a language teacher performing his role as a 'technician' and imparting knowledge and skills according to a prescribed framework in preparation for proficiency testing. Jonathan now describes himself as a professional, who plans strategically and supports colleagues. He has also transformed his teaching skills by becoming a 'facilitator' who guides and mentors his students towards outcomes. Martha was suffering from extreme vulnerability as her beliefs were being challenged; her strong emotions were affecting her professionally and personally to the point where she went through a process of self-actualisation and decided to re-locate to another department. This provided her with new opportunities in an environment where she felt that her knowledge and expertise were valued. She was able to work collegially with others and gradually adopt the changes into her belief system.

One outcome that this study identifies is the need for a strategy to promote successful and positive identity negotiation so that teachers are given an opportunity to discuss their concerns about change in an open and collaborative environment and to be encouraged to reevaluate their beliefs and values in professional learning communities where there is mutual support. Teachers in this study explicitly state their recognition of learning experiences and periods of professional growth throughout their careers; however, they are not always aware that these may be the outcome of negative emotional episodes and they have limited opportunities to voice these experiences and share them with others. I believe there is an opportunity for change managers to encourage teachers to adopt a more pro-active stance to identity development by adopting an activist identity (Sachs, 2000) in the same way that Jonathan and Martha have in this study. According to Sachs, activist professionalism can be achieved by encouraging teachers to construct self-narratives and develop new ways of working together for the purposes of facilitation, collaborating and reflection. This may involve changing the structure and culture of

an organisation with the aim of creating opportunities for professional conversations. Sachs (2000:92) adds:

> *'For teachers, activist professionalism means reinventing their professional identity and redefining themselves as teachers within their own schools and the wider education community. It means that they rethink their social relationships and pedagogical practices within and outside of schools. This is no small task, as it means questioning and shedding previously cherished values and beliefs'.*

The research institution needs to create time and space for these social relationships to take place and these could operate alongside communities of practice (Wenger, 1998) so that teachers are collaboratively developing and refining their skills as well as reflecting on their ideological beliefs in building their activist identities. Currently, the institution is only paying lip-service to professional development which is restricted to discrete and ad hoc training sessions related to the use of technology, or information sessions clarifying practical aspects of change. It is perhaps significant that the two teachers who have aligned most closely to an activist identity (Martha and Jonathan) have both recently completed doctoral studies and have, through self-development and self-reflection, been able to transform their identities and show professional growth in the institution most successfully. It would be beneficial to others and the institution generally if these teachers were given an opportunity to share their experiences and provide mentoring and support for others.

6.2 Reflection and limitations

I acknowledge that there are limitations in this research and as a novice researcher, there are some things that, in hindsight, I could have done differently. Firstly, this study was based on a small sample of a group of teachers in one institution in the Middle East. The findings are not representative of all teachers in the department or institution, nor can findings be applied to wider application and theorisation. The interest in this case lies in its atypicality and the opportunity afforded by this unique context to explore change. The findings are meaningful in that they extend past research and they illuminate and challenge any preconceptions about the nature of change in the institution and its effect on teachers.

I have not considered issues of gender, race or culture that may have a bearing on emotions and professional identities. My participants were selected through purposive sampling (Leedy and Ormrod, 2010; Punch, 2009) and the sample was opportunistic in that all of them had expressed a willingness to take part. The sample of 3 males and 3 females is representative of the gender balance in the department. However, all participants described a Western upbringing and education. My sample does not include any teachers from other cultures and educational backgrounds who may have been able to contribute different insights, in particular Arabic colleagues.

6.3 Recommendations for future research

This study creates a space for further consideration of emotions and identity in change contexts. Much of the current literature on identity is centred on identity development of new entrants to the profession and their initial years of teaching. However, this thesis concurs with other empirical studies which have shown that identity transformation is a continuous process throughout teachers' entire careers (Cohen, 2008; Hargreaves, 2005; Woods and Jeffery, 2002). Fink (2003) found that mid-career teachers were the most affected by reform and there is considerable scope for further exploratory and comparative studies of change and identity transformation in mid- and late- career teachers.

My research has focused on teachers' beliefs and experiences of change as it affects them emotionally and personally. I have not considered in any depth how this affects pedagogy and student outcomes, although my participants perceived that change has affected their classroom practice and their students' learning. The effect of identity change on teaching and learning appears to be currently understudied in the literature although Coldron and Smith (1999) assert that teachers' professional identity is manifested in classroom practice and I suggest that there is an opportunity for both theoretical and empirical work to substantiate this.

Although not a specific focus, this study sheds light on some of the difficulties facing expatriate teachers whose backgrounds and experiences may not align with the culture and management style of the institution in which they are working. If I were to repeat this study, I would consider exploring the challenges facing teachers in a

reform context where traditional cultures and Western cultures coexist. There is an area of potential research for other studies to explore change and identity negotiation of expatriate teachers in a variety of contexts.

Finally, this study contributes to literature on language teachers' emotions and identity transformation within the field of TESOL. It is acknowledged that there is very little research on identity in TESOL (Caihong, 2011; Tsui, 2007). Foreign language teaching has been explored as an emotional labour (Cowie, 2011) and the emotional intelligence of TESOL teachers has been assessed (Ghanizadeh and Moafian, 2010; Moafian and Ghanizadeh, 2009). However, there is little evidence of studies which explore emotional responses to change and thus identity and emotions of TESOL teachers in change contexts is a potential area of further study.

6.4 Final thoughts

By conducting this research my own professional identity has been transformed. In completing this study, I have come to know myself better and to recognise and acknowledge my own beliefs, biases and assumptions; I understand more about 'who I am' as a teacher and as a person. I have also become more conscious of the process of my own identity negotiation through reflection and I am aware that I have adapted my perceptions and reactions to change. My own and my colleagues' negative emotions don't concern me to the extent they did before I undertook this research. I have become aware that changes which do not align with my identity are boundary experiences and opportunities for professional growth rather than barriers to be challenged or avoided. The process of transformation may be accompanied by negative emotions; sometimes there are still obstacles, but they can be surmounted.

I have become aware that I am able to categorise change and through self-dialogue I can decide which of my multiple identities or coping strategies to adopt in different circumstances. For example, changes to working conditions which continue to evoke negative emotions can be better dealt with by adopting an entrepreneurial identity (Sachs, 2000) and being more accepting of federally or institutionally mandated change. On the other hand, during recent pedagogical and curriculum changes I have tended towards an activist identity (Avis, 2005; Sachs, 2000) by becoming

involved, collaborating with others, drawing on my expertise and exercising autonomy where possible.

APPENDIX 1: Interview Questions

INTERVIEW 1: Establishing context through a brief life history

In this first interview I'd like to build up a picture of who you are, from childhood to the present day. In particular, I am interested in your early experiences of education, your decision to become a teacher, and your career path. I'm also interested in your perceptions of what it means to be a teacher and what has led you to hold these beliefs.

So, to start with, can you tell me about your earliest memories of education?

In what ways did your education influence you during your childhood?

At what stage did you decide to become a teacher?

I'd like to go back to when you first started teaching. What made you decide to enter the profession?

We have all had positive and negative experiences as a teacher. How would you describe some of your early experiences?

How did you feel about your job in different workplaces?

How do you think your experiences have made you into the teacher you are today?

We have different views of what it means to be a teacher. How do you see yourself as a professional?

INTERVIEW 2: Description of the experience

In the second interview I'd like you to think back over your time as a teacher and think about some of the times when there were changes in education which affected you as a teacher. These could, for example, be changes to the curriculum, the assessment, the institution etc.

Can you describe one of these changes?

In what ways did this change affect what you did in your work?

Some people say that change has affected them emotionally, both positively and negatively. How did that change affect you emotionally?

How has the change you have described and the emotional experience affected you as a professional?

There have been various changes at the college in recent years and as teachers we have reacted to them in different ways. Which changes have brought out the strongest emotions in you?

Can you describe some of those emotions?

Do you still have such strong emotions about these changes?

Can you describe one of these changed in more detail?

How it has affected what you do?

How has this change affected you emotionally?

INTERVIEW 3: Reflection on the meaning it holds

In this third interview, I would like to understand how you see yourself as a professional teacher. For example, what factors or events in your life have contributed to your professional identity as a teacher. I would also like you to reflect on some of the experiences of change that we have discussed in the previous interview, and to think about how, if at all, those changes have affected you professionally.

Looking back over your career, what factors or events have affected the way that you see yourself as a teacher (your identity)?

How your identity changed during your career?

Now I would like you to think back to one of the changes you described during the last interview. Has it affected the way that you go about your daily work?

Has it had a lasting effect on you?

How has it changed how you feel about your role as a teacher?

Have other events had a more important effect on your perception of 'being a teacher'?

Is there anything else that you would like to add to our discussion which you think would help me to understand how you have become the teacher who you are today?

APPENDIX 2: Invitation to participate

Dear (name of potential participant),

I'm writing to invite you to participate in a research study as part of my doctoral programme with the University of Exeter. The purpose of this study is to explore the ways in which experiences of change in the institution (MEC) affect you emotionally, and the impact of this on your identity (i.e how you see yourself as a teacher). I am also aiming to explore how identity continues to be transformed in the workplace.

Your participation in the study will involve a series of three interviews of approximately 45 minutes duration which will be scheduled at a time and place of your convenience during the next 3 months. It may also involve further follow up conversations to clarify certain issues identified in your responses. Interviews will be recorded and transcribed by me, and stored on a password protected computer. You will be given the opportunity to read the transcripts and written text and request amendments.

Please be aware that your participation is completely voluntary and you may withdraw from the study at any time. I would like to assure you that your responses will be treated in strictest confidence and no identifying information will be passed to third parties.

If you would be willing to participate please reply on my work email address.

Thank you in advance for your support.

Julie Richards

APPENDIX 3: Participant consent form

I _____ agree to participate in the study undertaken by Julie Richards and I understand that the purpose of the research is to explore ways in which experiences of change impact on emotions and the transformation of teachers' identities. I acknowledge that (please tick where appropriate):

1. [ ] The aims and methods of the study have been explained to me.

2. [ ] I voluntarily and freely give my consent to my participation in the study.

3. [ ] I agree to the interviews being recorded and transcribed by the interviewer on the understanding that they will be destroyed on successful completion of the thesis.

4. [ ] I understand that excerpts from the interview may be cited in the thesis, but that they will be anonymous, and checked and agreed with me first.

5. [ ] I understand that the results will be used for research purposes and in future may be reported in academic journals, conferences or book chapters.

6. [ ] I am free to withdraw from the study at any stage and request that my results are not included.

7. [ ] I understand that I can ask for an update or any other information regarding the research from the researcher at any time.

Signature: _____

Date: _____

APPENDIX 4: Interview information for participants

This will be read and given to participants at the start of each interview

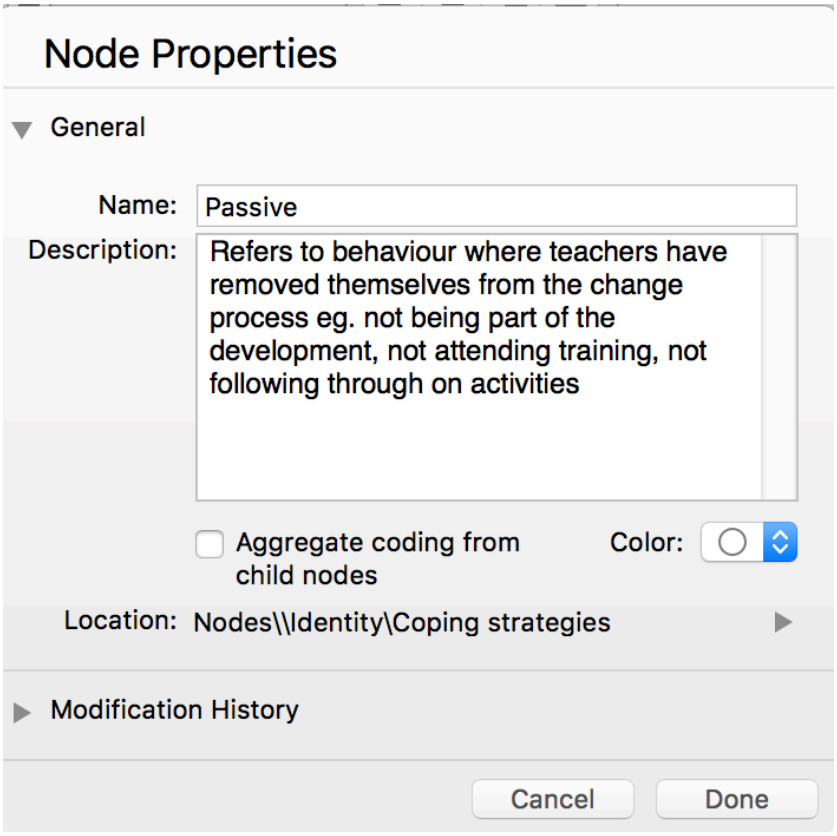
Thank you for agreeing to work with me in my research. All results will be confidential and I will do my utmost to retain anonymity. I will record the interview and transcribe it. I will show you the text and ask whether you think it is a true reflection of our conversation. In my written paper, the institution will be referred to Middle East Colleges (MEC). I will use pseudonyms for any reference to participants.

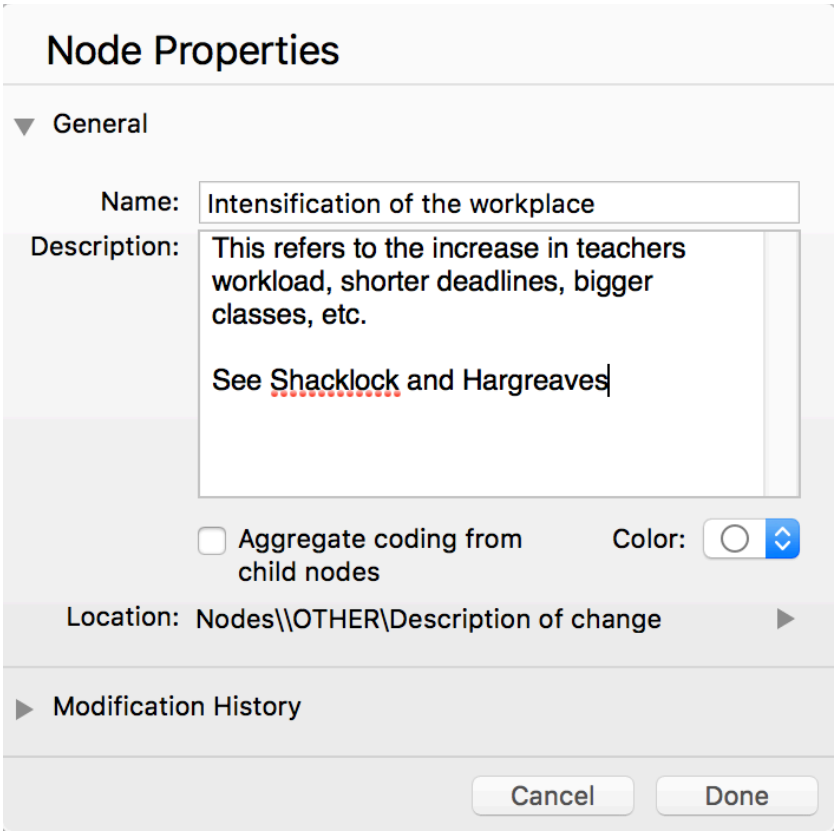
APPENDIX 5: Examples of initial coding

Text describing a change episode	Initial code
And I was excited about the change actually because there was something new and it gave me the opportunity to develop my professional skills you know to add arrows to the educational quiver of my tools. And it's the future and it was fun to have an iPad and learn how to use it. And I felt that they gave us sufficient training because it was cascaded training. They took the supervisor for Apple training and some of the teachers from each college and then they came back and they trained us how to use different applications and stuff in the classroom so you had ideas. And there was a lot of camaraderie also you know teachers at different colleges, can't even within our own college was sharing ideas you know were what didn't work and I really liked being part of that experience. But after a couple of semesters you start to see the limitations. But then I started to get upset. About what they were doing. That's because they changed the assessment strategy. Now at other institutions who have gone over to iPads, they didn't change the assessment strategy and it was still paper-based assessments to benchmark the students reading and writing as we used to have. Then there was intense pressure that if we are using iPads to teach them we should be using iPads for assessments, the assessment should be on the iPad. And I didn't agree with that.	Excitement Enjoyment/fun Training Collegiality Enjoyment Upset/sadness Pressure Disagreement

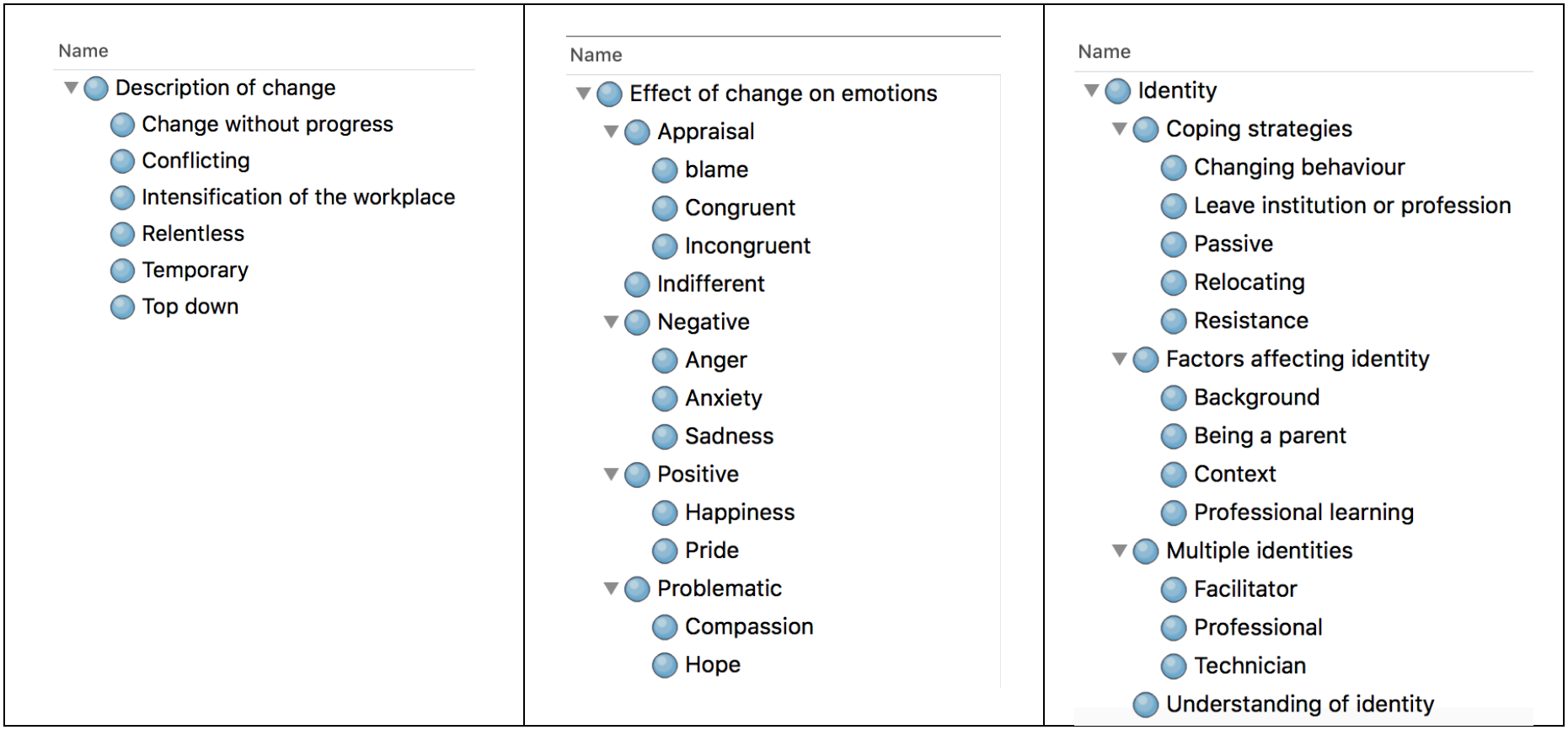
Text describing identity	Initial code
Before I studied my doctorate I saw myself as a technician, rather than a professional. I think because in a lot of ways I just responded to what was being presented to me by the team leaders. Whatever it was even if it was sensible, I didn't really have a crystallised picture of why it was sensible, and I would always say I've got to get through this, I've got to get through this, and I was always reacting. And I would develop a lesson plans, even though I would think well this isn't great but I've got to make it work in class. So I'm going to do this and this and this, so that I can get through the program. I guess that was a technical response, responding to a case by case situation, responding to situations as they occur.	Teacher as technician Response to leadership/management Reactive Teacher as technician
I think maybe working on the DELTA maybe increased my professional awareness because it forces you to relate what you're doing to a larger set of parameters. Like you're working in terms of the kind of students you have, ESL theory, and that's not an easy process. You know I floundered at first, but eventually I found my way through it. And at that level you are analysing every component of what you're doing in terms of the larger picture, theoretical, situational, contextual, the students, the background, what they've done before and what they're going to be doing. And that makes you think perhaps strategically. Then the strategic mindset of being a professional came more into play than the reactive mindset of a technician.	Lifelong learning Professional awareness Influence of context Becoming more theoretical Analyzing decision making Influences on identity Influence of context Strategic thinking

APPENDIX 6: Examples of nodes and descriptions





APPENDIX 7: Final themes (NVivo Nodes)



APPENDIX 8: Documentary evidence of changes in MEC

VC – Vice Chancellor of MEC

Chair – Department Chair at MEC

	Date	***Change***	***Document***
1	Pre 2015	Introduction of Liberal Studies courses	Webarchive
2	Pre 2015	Introduction of iPads	Webarchive
3	Jun-15	Equivalency requirements (i.e. proof of qualifications of an equivalent level/standard)	Procedures
4	Jun-15	New organisational structure	Chart
5	Jun-15	Introduction of attendance monitoring	email
6	Jul-15	Class size policy i.e at 20 students maximum	Policy LP243
7	Jul-15	Workload policy	Policy LP246
8	Aug-15	360 appraisal	VC Memo
9	Aug-15	New courses	email (Chair)
10	Sep-15	No smoking on campus	VC Memo
11	Sep-15	Reversal on policy on change of room	email
12	Sep-15	Attendance policy	Policy RH006.3
13	Oct-15	Time and Attendance monitoring	email
14	Oct-15	Equivalency of qualifications	VC Memo
15	Oct-15	Pay deductions and clocking in/out for working hours	email (Chair)
16	Oct-15	Confusion over timetabling	email (Chair)
17	Nov-15	Introduction of Student Advising	Policy LP249
18	Nov-15	Saturday compulsory working for exams	VC Memo/email
19	Dec-15	Performance rewards	VC Memo
20	Dec-15	Ad-hoc moderation of A/F scripts	Form

21	Dec-15	Ad hoc Moderation instructions	email (Chair)
22	Dec-15	End of semester ‘madness’	email (faculty)
23	Jan-16	End of semester ‘madness’	email (Chair)
24	Feb-16	Online testing	VC Memo
25	Mar-16	Reduction in leave from 48 to 45 days	email (faculty)
26	Mar-16	Change of grading systems	VC Directive (4)
27	Mar-16	Faculty response to change	email (faculty)
28	Mar-16	Change to Student Faculty Evaluations conducted	email (Chair)
29	Apr-16	Introduction of common exams for all courses across all colleges	VC Directive (10)
30	Apr-16	72 hour marking deadline imposed	email (Chair)
31	May-16	Exam marking deadline reverted to 72 hours from 48	email
32	May-16	Claiming overtime and time off in lieu	email (Chair)
33	May-16	Overtime payment (Some not followed through)	email (Chair)
e34	Jun-16	Reduction in length of exam period	VC Directive (21)
35	Jun-16	New strategic plan	Doc
36	Jun-16	Introduction of 3rd semester and reduction in holidays	VC Directive (21)
37	Jun-16	Change of Christmas break from weekend-to-weekend to mid-week to mid-week	VC Directive (21)
38	Jun-16	2 days exam schedule in summer term	email (Chair)
39	Jun-16	Change and reversal of assessment deadline	email (Chair)
40	Aug-16	Survey of staff satisfaction - results	Results doc
41	Sep-16	Revised work hours (min 6 per day, 40 hour week)	VC Directive (1)
42	Sep-16	Mandatory, weekly PD sessions	email (Chair)

43	Sep-16	Advising starts	email (Chair)
44	Sep-16	Restructuring of faculty status (Lecturer, Senior Lecturer, Assistant Professor, Professor)	Conference notes
45	Oct-16	Fitness Hour introduced	Memo
46	Nov-16	Change and reversal to assessment deadlines	email (Chair)
47	Nov-16	Lack of clarity on coursework deadlines	email (Chair)
48	Jan-17	Phasing out of some general studies courses	Minutes of meeting
49	Jan-17	Minimum 6 hours working on campus	VC Directive
50	Jan-17	Change to student attendance	email (Chair)
51	Jan-17	Reversal on change to student attendance	email (Chair)

APPENDIX 9: Ethical Consent from Research Institution

Research Ref.	

RESEARCH PROPOSAL AND ETHICS CLEARANCE FORM

This form should be submitted to the Research Office (RO) along with all data collection instruments, a copy of the Voluntary Informed Consent Form, and any other relevant documentation.

Researcher/s Name/s:	**Julie Richards**	**ID#:**	**H00001336**
Research Title:	**Exploring professional identity in English teachers**		
Expected Duration of Research:	**6 months**		

Description of the research: Include all relevant details (e.g. methodology, data collection tools, etc)

The aim of my study is to explore the factors that have contributed to the construction and negotiation of professional identity of teachers in a tertiary college in the Middle East. I will investigate how teachers' professional identities are developed and transformed over time, and how factors such as professional development play a role in affecting teachers' identity. The approach is interpretivist using a social constructionist framework. Data will be collected by semi-structured interviews and participants drawings in a visual participatory methodology.

Intended use of the Research: (publication, presentation, private study, etc.)

Thesis for Ed Doc with University of Exeter, UK

Participant Details: (if applicable)

Number: 6-8

Selection process: Purposive sampling will be used to identity General Studies faculty who have worked in the research institution [redacted] in excess of 5 years.

Method of recruitment: Potential participants will be contacted by email with:

- An outline of the study
- A request to contribute with assurance of confidentiality and an option to withdraw at any stage

Relationship to researcher: colleague

1

Description of the procedures to be used:

Interviews will be conducted at a location and time selected by the participant.

Interviews will begin with a request for the participant to draw an image 'themselves as a teacher' showing the factors contributing to their professional identity. Semi-structured interviews of approximately one hour will follow. Questions will be a combination of those which explore the features identified in the drawings, and generic questions if these are not covered in the former.

Questions related to the drawing:

1. Please describe or interpret what you have drawn
2. What message was this intending to convey?
3. How has this affected your professional identity?
4. What was the importance of ....
5. Are these in any particular order?
6. Is the layout you have chosen significant?
7. Why have you positioned these here?
8. Are these colours significant?
9. What do these people/artefacts/symbols represent?

Supplementary Questions:

1. What are your views of being a teacher?
2. What has influenced these views (background, experience, training etc.)
3. What experiences in you current institution have specifically influenced your views of teaching and teachers?
4. What teaching moments are memorable to you? Why?
5. Tell me about your teaching experiences. Tell me how these experiences contributed to your views of teaching and teachers?
6. What other influences would you name as significant in your views of teaching?

Ethical considerations

- Informed consent will be obtained form participants who will be provided with information about the nature and purpose of the study.
- Interviews will be recorded and transcribed by me. Participants will be given the opportunity to review the transcript and comment.
- Participants will be provided with a copy of the final study for comment.
- Participants privacy, anonymity and confidentialty will be guaranteed; participants and the institution will be given pseudonyms. All materials will be stored securely and password protected.

2

Potential Benefits of the Research:

To the Participants: The interview process facilitates an opportunity for self-reflection. The opportunity to review the final paper and thus the participants' place in the wider research affords the opportunity for personal growth and self-awareness.

To the Institution This study could benefit [redacted] and the General Studies department in particular by identifying how professional development affects teachers and determining what focus and content they perceive as having the most positive effect on practice. This would inform those involved in decision-making about professional development activities in the future, which would in turn have a positive affect on learning for students.

To Others
Contributes to the ongoing debate concerning professional identity transformation in teachers and the effect of professional development on identity

Potential Risks of the Research:

To the Participants (Describe any potential social, physical, or psychological harm or other disadvantage that may cause distress to the participants)
None – participants will have the opportunity to review the research at all stages and withdraw at any time.

To the Institution (e.g. legal liability, negative community impact, etc.).
None perceived

To Others None perceived

RRB approval and the participants' voluntary informed consent is required for use of data files and records where individuals and/or groups may be identified as a consequence of their use. Voluntary Informed Consent Forms should be completed by all research participants (including parents or guardians of minors) and be available for review by the RRB up to two years after the research has been completed. If participation is limited to completing a survey or questionnaire consent is assumed on receipt of completed instrument.

Will you have access to confidential data without the participants' written consent? ☐ Yes ☑ No

3

What measures will be taken to ensure the confidentiality of the personal information collected?

Pseudonyms will be used for the name of the institution and the participants. Inclusion of information which could identify the participant will be avoided. Confidentiality and anonymity will be assured at all stages of data collection and write up. Any data obtained will be stored electronically and password protected.

Participant Data:	☐ **Identified**	☐ **De-identified** (e.g. linked code)	☑ **Anonymous**
Sources of Data:	☑ **Directly from individuals**		☐ **Other (Please specify)**
Data Collection Methods (e.g. Observation, interview, questionnaire):	**interview**		

Data must be retained in a secure location for a minimum of two years after the completion of the research study. Access must be limited to the researcher and supervisor/s only unless the RRB requires access for auditing purposes. Any printed data must be kept in a locked facility. Data must only be used for the purpose and in the manner specified in the Voluntary Informed Consent Form.

Please Confirm ☑

How and where will data be stored?

Electronically on my personal pc and password protected.

How secure is the storage facility?

Very secure

How and when will the data be disposed of?

6 months after I have graduated estimated July 2016

Will research findings be made available to participants? Give details.

4

Yes, they will review the transcript of interviews immediately afterwards. They will have the opportunity to read the draft thesis and final thesis.

How will research findings be disseminated? Give details.

Thesis. This will be available on the Exeter University thesis database.

Is the research funded in any way or subject to any form of agreement? Give details.

No

Is there potentially any financial benefit to the researcher/s from this study? Give details.

No

Is there any potential conflict of interest with the conditions of employment of the researcher/s? Give details.

No

A Final Check
Does your Research involve any of the following

1.	The use of questionnaire, interview, or procedure that might be reasonably expected to cause discomfort, embarrassment, or psychological or spiritual harm to the participants?	☐ Yes	☑ No
2.	Any form of physically invasive procedure on participation or the administration of any food, drink or medicine?	☐ Yes	☑ No
3.	Touching, physical pain, or emotional distress of any sort?	☐ Yes	☑ No

5

4.	Processes that potentially exclude and/or disadvantage a person or group, such as the collection of information, which may expose the person/group to discrimination, misrepresentation or reduction in quality or amount of a service??	☐ Yes	☑ No
5.	Collection or disclosure of personal information that might breach confidentiality of student or employee record?	☐ Yes	☑ No
6.	Further ongoing reporting requirements?	☐ Yes	☑ No
7.	Disclosure of the response outside the research that could place participants or institutions at risk of criminal prosecution or civil liability or be damaging to their financial standing, employability, professional standing or personal relationship?	☐ Yes	☑ No
8.	Any other sensitive issue of the study, which has not been addressed in this form (e.g. ethical, cultural, or religious?)	☐ Yes	☑ No

Declaration

I/We declare that all information given is true and complete to the best of my/our knowledge.
I/We will notify the RO immediately of any variation to the approved Research Proposal.
I/We will not commence any research activities until Ethics Clearance and Research Approval is obtained.
I/We will ensure that a copy of every publication arising from this research will be submitted to both the RO.

Researcher/s Signature/s:	Julie Richards	**Date:**	15. 4. 2014
Supervisor of relevant College dept. signature:		**Date:**	16/4/14

20-4-14

6

Appendix 10: Life History Summaries

JONATHAN

Jonathan studied sociology and psychology at university. As he was approaching the end of his BA he wasn't sure what to do next so he joined a post degree program in education. However, he feels that he did not have the right temperament or personal style to be an elementary school teacher, and he describes his early experiences as 'traumatic'. When the opportunity arose he moved to Asia to teach in a language institute. He enjoyed teaching motivated students who were closer in age. From there he moved on to teach Academic English in University before coming to the UAE in 2001 for financial reasons, and joining his current institution. Jonathan reflects that he has always had good colleagues and that it has, in the main, been a professional working environment, professionally managed. However, Jonathan' own efforts to educate himself and improve his professional credentials means that he has a better understanding of how institutions work and thus why his current institution has not been internationally accredited.

Jonathan believes that context is important and in reflecting on how his experiences have made him into the teacher he is today, Jonathan says:

> *'You know I guess people constantly and just think and adjust, think and adjust as they try to put forward their own agenda. Conditions are constantly working on them so that they become a compromise between what they see themselves as and what the context makes them into'.*

Jonathan describes himself as a highly-structured teacher and how this suits his current context where the students need a step-by-step approach towards an outcome which students in other contexts might find very inhibiting. Jonathan also distinguishes between a teacher as technician who delivers the required content from a book in a satisfactory manner, and a teacher as professional who, he thinks:

> *'guides not only himself but perhaps other teachers as well, someone who designs curriculum, designs assessments, determines outcomes and is able to structure the learning environment or a learning situation that supports outcomes'.*

Jonathan refers to some negative aspects of his role in his current institution such as strict attendance and marking towards meeting the curve which he sees as bureaucratic requirements. He perceives that these may taking power from the teacher as professional to make such decisions is forcing teachers into the role of technician which anyone who is literate and intelligent can do. He also suggests that the different expectations of teacher and student can be wearing at times.

Jonathan also describes how a professional teacher is able to gauge his context:

> *'a professional teacher gauges this context, gauges the requirements of the institution he is working for, and then makes adjustments and manages everything to achieve the best possible outcome for the students and I guess the other stakeholders which are in the institution themselves and the society which are paying for it'.*

Finally, Jonathan perceives that he is at a crossroad in terms of his career and that his current context is no longer providing what he needs. He is currently seeking an academic environment where the students meet international requirements.

JENNY

Jenny's earliest memories of education are of attending pre-school where she remembers a focus on play and socialisation. She attended 14-15 different schools as a child and perceives that she was affected strongly by the context, the other children and the educational ethos of each. Her family moved to the countryside when she was 10 and she attended different rural community schools. At 12 she moved to an inner city school and reflects that many of the pupils came from disadvantaged backgrounds and exhibited behavioural problems. Soon after joining the school she sat and passed the 11+ and says she was fortunate to be able to attend the suburban girls' grammar school instead of the local secondary school. She emphasises that it was a very harsh system which largely determined a child's future at a young age.

In her mid-teens she moved to an international school overseas for expatriate children. This necessitated adapting her social behaviours to fit in with and be accepted by her 'punk' peer group. Jenny describes this as 'scary', but reflects on how this contributed to her various experiences of education:

> *'Academically speaking it was good for me, the grammar school was good for me, the international school wasn't. But in developing other skills…. I mean education is to develop you as a person as well isn't it, and your personality and your social skills and your life skills and all those things'.*

After school Jenny attended Art college and describes this as a wonderful time being involved in drawing, painting and photography. Having worked as an auxilliary nurse as a student, she continued full-time for a short period immediately after graduating but realised that this was not the route she wanted to take. Her decision to become a teacher was not a determined career path. She became aware that she needed to earn a living and enjoyed the teamwork and 'giving' aspects of the nursing role. She believes that this is similar to teaching. Her first experience of teaching was in Barcelona having completed her CELTA course there. In reflecting on some of those early experiences Jenny describes her nervousness in standing up in front of a class to the point of being physically sick. At the same time her training course was very pressurised due to constant assessment. So it was not until some time after that she began to enjoy her role as a teacher.

Most of her teaching experience has been in the UAE teaching Emirati male students and she describes how this, and her own studies for her Masters and PhD have shaped her as a teacher:

> *'I think I have become very attuned to Arabic learners, what they respond to, how to build a rapport with the class of Emirati students. And I think that has shaped me very much, where I am as a teacher. I think also the way I learn, has had an effect on the way I teach or how it makes sense for me to give people information or teach people as skill from my own studies'.*

MARTHA

Martha loved and excelled in English and chose English Composition as her Bachelor's major, although she also enjoyed studying a wide range other subjects. At college Martha aspired to be a lawyer. However, by chance she was offered an internship with an advertising agency and initially enjoyed the prospect of becoming a business person. However this was short lived, and after graduating Martha decided to join the Peace Corps in order to travel and secured a posting overseas to a former French colony. It was therefore necessary for her to undertake a two-month immersion course in French which Martha recollects in detail:

> *'They put us in groups and we were only about eight people in a class. And they move you so if you were catching on faster than your peers then you moved to a higher class or a lower class. And the teacher used to have a course book that was written by the Peace Corps hanging outside the door and the teacher would just write how far they had got to and they would just rotate the teachers every few hours. And it was like an eight hour a day course and it was sort of the way that they structured it, so each class after breakfast was two hours and then you would have half-hour break and then the next class would be 45 minutes and then you would have a longer break and it worked so that you could stay focused even after lunch'.*

Having learned to speak French "at least a little bit", Martha experienced her first teaching role in a school room with wooden shutters and a stamped floor attached to an Italian mission where she taught for two years. There she met her husband, and sometime later she moved to his country with him and then on to the Middle East. Her second experience of teaching was in the training department of a hospital. By this time, in the mid 1990s, the Internet was becoming generally available and Martha decided to undertake a Master's degree by distance with a UK University. This was partly because there was no PD opportunities locally and Martha wished to improve her skills. Martha describes the importance of her masters and her own experiences of learning a language as highly influential in her understanding of language acquisition:

> *'It was really applied I mean my masters was one of the best things I ever did and I really learned about applied linguistics and language acquisition, second language acquisition based on my own experience. And with my own children who are bilingual, we had to make choices for them and also my own*

experience of learning French, that really influenced me a lot when I was learning and reading and the order of acquisition'.

Through a conference and associated job fair, Martha applied for and was offered a position teaching English in her current institution in the UAE and where she has taught for the past 17 years. During that time she has completed numerous PD activities and successfully acquired a PhD.

Martha's experiences of teaching have been varied. Her more difficult experiences tend to relate to challenging relationships with other staff, in particular when she was coordinating a programme with some demanding teachers. She reflects on this particular experience:

'So I don't think it was necessarily a bad experience; every experience makes you into the person you are going to become and I guess like with hindsight looking back you can be more objective about bad things that happened to you, or less pleasant experiences'.

She fondly describes a memorable class as an 'effective functioning team' and who would arrive at class before she did in order to catch up on the BBC news. She remains in contact with some of these students.

Martha strongly believes that having qualifications is vital to being a professional teacher.

'I think being a professional teacher means that you have qualifications. And it also has to do with the professional development. I think teaching as a profession does imply that you are continually developing professionally, by writing publications, by presenting at conferences, by attending conferences, by taking courses or at the very least by reading a journal like ELT Journal when it's published or TESOL quarterly. I think it's about staying on top of your field. I mean would you like to go to a doctor who never read the Lancet or the British Medical Journal? Because things change over time in every profession'.

MARTIN

Martin studied A-levels in History, English Literature and Business/Economics because these were the subjects at which he achieved the best grades. He remembers enjoying English literature and studying Shakespeare in particular, and reflects on this:

> *'Looking back I really enjoyed English literature, I had a very good teacher as in it was someone that I respond to. I think when people say they had a very good teacher they just mean somebody that they liked. Because actually looking back the English was… when I say I had a very good English teacher, the one who took me for Shakespeare I really liked. There were other teachers who did other parts of literature which I didn't like. I liked the Shakespeare and that's when I really got into reading and actually realised that everybody else who was in there who had been in the two top sets above me and had got better grades …. actually were just really rote learners and couldn't make connections in literature'.*

After A-levels Martin worked as a trainee in an insurance company for one year, before taking a Historical Studies at Polytechnic. Martin describes his education as having 'washed over him completely' and drifting into A-levels and further education. After Polytechnic he moved to another city and after being unemployed for a while he volunteered to take some adult literacy classes. This then led to him taking a certificate in TEFL followed by a diploma, and subsequently working in language teaching in four different countries. In 1995 Martin returned home and studied for a PGCE to teach history before moving back to the Middle East in 1998 and joined his current institution. In 2009 he completed a Master's in online and distance learning.

In describing his early experiences of teaching he says that he felt 'a fraud' because he was not really teaching just delivering his own language. His EFL training courses did not include an understanding of how learning takes place but focussed on the creation of structured lesson plans and organised lesson delivery. Similarly, his PGCE included classroom management, policies and health and safety but little about the theory of learning. Martin does not perceive teaching to be a vocation, and describes why he considers it a job:

> *'Because there are so many stakeholders and they have so many different expectations, I actually see my job as where possible to try to meet those*

expectations. You know, the students, the management, the parents of those students, the sponsors of those students. They all have expectations and you're accountable for meeting those expectations. And luckily, if there's any room left over to possibly give them something that they might need rather than expect, then I think you're lucky actually'.

In reviewing how Martin sees himself as a professional, he stresses the importance of meeting the expectations of the stakeholders, but highlights the difficulties for everyone involved in measuring whether those expectations have been met. This includes the difficulty of understanding how the process of learning takes place and how, in his current context, he often delivers the same lesson with the same materials and content to two or more classes and gets completely different results. He highlights the argument that exams and tests are not the best tools to assess learning, yet they are still applied, and the drawbacks of using student feedback and students' grades.

Martin agrees with the notion that having signed up for a profession, you must meet the various criteria that make best practice as stipulated by your institution (or government). However, Martin acknowledges and that there remain difficulties in evaluating whether people have met criteria.

NEIL

Neil was ambivalent towards school, and left at 16 having not 'learnt too much'. He worked in a shop, and then took his A levels at evening school going onto college at 20. He studied for a BEd as it enabled him to get a grant, there being a shortage of primary teachers at the time. He taught 8-9 year olds in a Primary school but 'didn't get on with it at all' and left after 2 years. He describes how it didn't suit his personality and he was not strict enough, but reflects how he realised the positives of the job:

I realised that teaching was better than all the other jobs I'd had. I'd worked in offices and I didn't really like that very much. I mean in teaching at least every day is different and essentially once you get in the classroom you are your own boss, so that's good, you haven't got someone breathing down your neck. So I liked that bit. But the age range was wrong and then I went on to teach adults and that was better.

At 24, Neil moved overseas to visit a friend and whilst there applied for a teaching job in a girls primary and high school where he taught for 2 years. His experience of teaching adults was in language schools and this suited Neil much more. He enjoyed learning from his students and enjoyed that positive aspect of the job.

He remained overseas for some time, then returned home where he completed his Masters in TESOL, before joining his current institution in 2010. Neil describes how, at that time, the UAE was a very positive and optimistic environment in which to work, especially compared to his former country of residence which had slipped into recession. He perceives it to be a good supportive workplace where the students afford teachers a degree of respect, an aspect of the role which is important to him:

> *'I think you need a supportive workplace. You need to be in authority and an authority. So what do they say.. You can be an authority as much as you like but if you are not in authority… you need to be respected in your role otherwise you can't do anything'.*

In terms of Neil's experiences, he believes that 'you do become a sum of your past experiences'. He perceives that being a student himself has been important in shaping him as a teacher. Overseas he struggled to learn a new language and feels he has humility and sensitivity towards his students' language learning. Neil gained a DELTA but he perceives it as advocating a formulaic approach to language learning, Neil reflects that he is not one of 'those people' and believes he is more adaptive, although admits that he has some 'old fashioned' ways of doing things. Neil believes that he has a good relationship with his students although in terms of being professional he emphasises the importance of maintaining distance:

> *'I think there needs to be a professional distance because then if you need to tell them off for anything it's their teacher telling them off not my friend which is easier. You know I do try to keep a bit of a distance because I think you should'.*

Neil also emphasises the importance of being able to communicate as a professional teacher, both in the classroom and in a meeting of teachers. He identifies one disadvantage of being a teacher which is the lack of clarity on seeing the tangible results of one's labour as you might if you were in other professions:

'I've always thought it would be nice to be a carpenter or something because if you make house it's there it's built it's standing and you made it. It's there. Where is if you teach someone you may have had a really good day you may have taught them something but you don't know if you have not. There is no product that you can actually say I did that if you see what I mean'.

ZARA

After school Zara secured a job in the accounts department of a government housing corporation which gave loans, and also studied for a sociology degree part-time at University. After a year or so she moved on to a social welfare position looking after young offenders, a job which she really enjoyed. After this she went on to study Psychology full time at University. Whilst there she met a student who was psychic and who told her that she would be a teacher and that she would travel.

When she had completed two thirds of her degree, a friend asked her to travel with her. This led to her quitting university, travelling extensively before ending up back home. She decided to complete a 4-week course to teach English as a foreign language with the intention of travelling and working at the same time.

Zara secured a position teaching migrants from Somalia, Ethiopia and Iraq even though she had no teaching experience. She describes that initial job:

'So that's how I started teaching. And I have always and even to this day loved teaching and I love being in the classroom, and I love the interaction with the students…… and I loved it right from the first day'.

Zara was teaching basic literacy skills and she recollects with passion the 'amazing' experience of teaching an illiterate person to read and write. She describes her recollections of the place, the students and her feelings about her work:

'So it was like a home it was like a community and I really loved that and it was just such an interesting community and I learned so many things about their histories and their lives and the countries. I loved it you know'.

A year or so later Zara moved countries where she sought similar work. She initially taught in a technical college preparing students for IELTS examinations for 2-3 years,

before eventually moving to a migrant centre which she preferred. Around this time she also completed her Bachelor's Degree and started her Master's degree. She describes this time as tough, because she had also married and was bringing up young children.

By 2007, Zara had decided, on the recommendation of a friend, to apply for a teaching position in the UAE. She was employed initially in a technical college and then after 3 years moved to her current institution in which she has taught for the past 5 years.

In reflecting on her teaching career, Zara stresses the most positive experiences as relating to student achievement:

> *'I think for me teaching that basic level of literacy …. I still remember that being a really positive experience. And I think that is what lots of us get out of teaching…. There's that moment when you realise that they've got it, and they've actually learned something'.*

She talks generally about feeling negative sometimes when she has difficult classes or other issues going on in her life. She remembers the difficulty of listening to migrants' stories which upset her and then not being able to talk to anyone about them.

In discussing her experiences in different workplaces, she stresses the importance of relationships, including being a member of a team and having positive relationships with colleagues, and having a really good line manager, someone who supports and encourages. Zara describes two main areas that have influenced her as a teacher. Firstly, her Masters and studying under the influence of the Sydney School has had an important effect on how she approaches language teaching. Secondly, being brought up in a foreign country and having come from a different cultural background herself has given her an understanding of what it means to be a little bit on the outside. Therefore, she is interested in how culture affects the way that people think and this has affected her interaction with people in the classroom.

Professionally, Zara does not think that she is suited to working in a tertiary environment which is focused on research and further study as she feels that her main focus is on dealing in the classroom and preparing resources for her students. Zara believes that her relationship with students is fundamental to practice. She aims to

attend to their needs by taking equipment to class and making sure that they are able to access work they have missed. She enjoys the relationship she has with students and perceives then as being respectful and very protective of her as a female. She describes how she relates to students in the classroom:

> *'I'm friendly but I'm firm with them. So they know they can come and talk to me, but I don't cut them any slack……There are certain things that I'm strict on, and things have to be handed in on time and if not then they lose marks. But I'm very fair with them, and I'm nice to them. So I never shout at anybody and I never embarrass anybody, I don't behave like that. But I'm not soft with them either, so I've kind of found my balance with that'.*

Zara also works on building relationships with her students by taking them on field trips as early as possible each semester so that they can interact in a different environment which she believes has a positive effect on the classroom relationship.
Zara sums up her being in the teaching profession as something of an accident. She had considered other careers such as a vet, a social worker or a lawyer. Although she sometimes thinks that she should have pursued an alternative career, she also reinforces that she really enjoys her job as a teacher and that being a teacher suits her professionally.

APPENDIX 11: Characteristics of teachers as change agents

Main categories	Subcategories	Descriptions
Lifelong learning		
	Eager to learn	
		• Being curious about life, people, new insights into education • Being open to learning and professional development courses • Taking initiatives in career-long learning and mastery
	Reflective	
		• Being reflective about teaching at the classroom and school level • Being critical in general, of themselves, of training courses and innovations
Mastery		
	Giving guidance	
		• Putting successful didactic (including classroom management) teaching skills into practice • Putting successful pedagogical teaching skills into practice
	Accessible	
		• Being relaxed in their professional practice • Being communicative to students (including parents) and colleagues • Being open to students (including parents) and colleagues • Being humorous in contact with students and colleagues
	Positive	
		• Wanting what is best for students: their learning and well-being • Being motivated toward developing students, professional development courses and innovations
	Committed	
		• Having a passion for education and the profession • Feeling involved in school, students and education at school

Main categories	Subcategories	Descriptions
Entrepreneurship	Trustful	• Being trustful towards students • Building students' confidence
	Self-assured	• Having professional self-confidence • Having professional consciousness
	Innovative	• Being open to new ideas, educational developments • Giving meaning to change • Participating actively in implementing innovations at school • Making a transfer from theory to professional practice • Applying new educational developments into practice, experimenting at the classroom level
	Responsible	• Feeling responsible for education in the classroom • Feeling responsible for education at the school level
Collaboration	Collegial	• Taking initiatives in collaboration for enhancing their teaching at the classroom level • Taking initiatives in collaboration at the school level

From van der Heijden et al., (2006:688)

BIBLIOGRAPHY

Achinstein, B. (2002). Conflict Amid Community: The Micropolitics of Teacher Collaboration. *Teachers College Record*, *104*(3), 421–455.

Ailon-Souday, G., & Kunda, G. (1999). The Local Selves of Global Workers: The Social Organisational Globalisation. *Organisation Studies*, *24*(7), 1073–1096.

Akkerman, S. F., & Meijer, P. C. (2011). A dialogical approach to conceptualizing teacher identity. *Teaching and Teacher Education*, *27*(2), 308–319.

Amin, A., & Roberts, J. (2008). Knowing in action: Beyond communities of practice. *Research Policy*, *37*(2), 353–369.

Anspal, T., Eisenschmidt, E., & Löfström, E. (2011). Finding myself as a teacher: exploring the shaping of teacher identities through student teachers' narratives. *Teachers and Teaching*, *18*(2), 197–216.

Apple, M. W. (2004). Creating Difference: Neo-Liberalism, Neo-Conservatism and the Politics of Educational Reform. *Educational Policy*, *18*(1), 12–44.

Ashforth, B. E., & Humphrey, R. H. (1993). Emotional labour in service roles: The influence of identity. *Emotional Labour in Service Roles: The Influence of Identity*, *18*(1), 88–115.

Atkinson, D. (2004). Theorising how student teachers form their identities in initial teacher education. *British Educational Research Journal*, *30*(3), 379–394.

Avis, J. (2005). Beyond performativity: reflections on activist professionalism and the labour process in further education. *Journal of Education Policy*, *20*(2), 209–222.

Ball, S. (2010). Introduction to international Big Policies / Small World: perspectives in education policy. *Comparative Education*, *34*(2), 119–130.

Ball, S. J. (1994). *Education Reform*. Buckingham: Open University Press.

Ball, S. J. (2003). The teacher's soul and the terrors of performativity. *Journal of Education Policy*, *18*(2), 215–228.

Ballet, K., Kelchtermans, G., & Loughran, J. (2006). Beyond intensification towards a scholarship of practice: analysing changes in teachers' work lives. *Teachers and Teaching: Theory and Practice*, *12*(2), 209–229.

Bandara, W. (2006). Using NVivo as a research management tool: a Case Narrative. In A. Ruth (Ed.), *Quality and Impact of Qualitative Research 3rd Annual QualIT Conference, Brisbane: Institute for Integrated and Intelligent Systems* (3rd ed., pp. 6–19). Brisbane: Griffith University.

Bandura, A. (2001). Social Cognitive Theory: An Agentic Perspective. *Annual Review of Psychology*, *52*, 1–26.

Banonis, B. C. (1989). The lived experience of recovering from addiction: a phenomenological study. *Nursing Science Quarterly*, *2*(1), 37–42.

Basit, T. N. (2003). Manual or electronic ? The role of coding in qualitative data analysis. *Educational Research*, *45*(2), 143–155.

Bathmaker, A.-M., & Avis, J. (2005). Becoming a lecturer in further education in England: The construction of professional identity and the role of communities of practice. *Journal of Education for Teaching International Research and Pedagogy*, *31*(1), 47–62.

Battey, D., & Franke, M. L. (2008). Development and Classroom Practice Transforming Identities : *Teacher Education Quarterly*, 127–149.

Beauchamp, C., & Thomas, L. (2009). Understanding teacher identity: an overview of issues in the literature and implications for teacher education. *Cambridge Journal of Education*, *39*(2), 175–189.

Beck, J., & Young, M. F. D. (2005). The assault on the professions and the restructuring of academic and professional identities: a Bernsteinian analysis. *British Journal of Sociology of Education*, *26*(2), 183–197.

Beijaard, D., Meijer, P. C., & Verloop, N. (2004). Reconsidering research on teachers' professional identity. *Teaching and Teacher Education*, *20*(2), 107–128.

Berger, P., & Luckmann, T. (1966). *The social construction of reality: a treatise in the sociology of knowledge*. London: Penguin.

Biesta, G. (2001). How difficult should education be? *Educational Theory*, *51*(4), 385–400.

Biesta, G., Priestley, M., & Robinson, S. (2015). The role of beliefs in teacher agency. *Teachers and Teaching: Theory and Practice*, *21*(6), 624–640.

Blackmore, J. (2004). Leading as emotional management work in high risk times: the counterintuitive impulses of performativity and passion. *School Leadership & Management*, *24*(4), 439–459.

Blumer, H., & Kuhn, M. H. (1991). Symbolic Interactionism. In J. Turner (Ed.), *The Structure of Sociological Theory* (5th ed.). Wadsworth: Belmont.

Braun, A., Maguire, M., & Ball, S. J. (2010). Policy enactments in the UK secondary school: examining policy, practice and school positioning. *Journal of Education Policy*, *25*(4), 547–560.

Braun, V., & Clarke, V. (2012). Thematic Analysis. In H. Cooper (Ed.), *Handbook of Research Methods in Psychology, Volume 2: Research Designs* (pp. 57–71). American Psychological Association.

Brehony, K. J. (2005). Primary schooling under New Labour: The irresolvable contradiction of excellence and enjoyment. *Oxford Review of Education*, *31*(1), 29–46.

Brenner, M. E. (2006). Interviewing in Educational Research. In J. L. Green, G. Camilli, & P. B. Elmore (Eds.), *Handbook of Complementary Methods in Education Research* (pp. 357–370). USA: Routledge.

Brown, E. L., Kerr, M. M., & Scanlon, C. L. (2014). United States teachers' emotional labour and professional identities. *KEDI Journal of Education Policy*, *11*(2), 205–225.

Brown, J. S., & Duguid, P. (1991). Organisational Learning and Communities-of-Practice: Toward a Unified View of Working, Learning, and Innovation. *Organisation Science*, *2*(1), 40–57.

Brubaker, R., & Cooper, F. (2000). Beyond 'Identity'. *Theory and Society*, *29*(1), 1–47.

Bryman, A. (2008). *Social Research Methods* (3rd ed.). Oxford: Oxford University Press.

Burr, V. (1995). *An Introduction to Social Constructionism*. London: Routledge.

Caihong, H. (2011). Changes and Characteristics of EFL Teachers' Professional Identity: The Cases of Nine University Teachers. *Chinese Journal of Applied Linguistics*, *34*(1), 3–22.

Chamberlain, K. (2000). Methodolatry and qualitative health research. *Journal of Health Psychology*, *5*(3), 285–96.

Chan, D., & Mok, K. (1999). *Educational Reforms and Coping Strategies Under the Tidal Wave of Marketisation : A Comparative Study of Hong Kong and the Mainland'*.

Charmaz, K. (2005). Grounded Theory in the 21st Century: A qualitative method for advancing social justice research. In N. K. Denzin & Y. S. Lincoln (Eds.), *The SAGE Handbook of qualitative research* (pp. 506–536). Thousand Oaks: Sage.

Charmaz, K. (1995). The Body, Identity and Self: Adapting To Impairment. *The Sociological Quarterly*, *36*(4), 657–680.

Chavez, C. (2008). Conceptualizing from the Inside : Advantages, Complications, and Demands on Insider Positionality. *The Qualitative Report*, *13*(3), 474–494.

Clandinin, D. J., Downey, C. A., & Huber, J. (2009). Attending to changing landscapes: Shaping the interwoven identities of teachers and teacher educators. *Asia-Pacific Journal of Teacher Education*, *37*(2), 141–154.

Clarke, M. (2009). The Ethico-politics of Teacher Identity. *Educational Philosophy and Theory*, *41*(2), 185–200.

Clough, P., & Nutbrown, C. (2007). *A Student's Guide to Methodology* (2nd ed.). London: Sage Publications.

Clow, R. (2001). Further education teachers' constructions of professionalism. *Journal of Vocational Education & Training*, *53*(3), 407–420.

Cochrane-Smith, M., & Lytle, S. (2001). Beyond Certainty: Taking an inquiry stance on Practice. In A. Lieberman & L. Miller (Eds.), *Teachers Caught in the Action: Professional Development that Matters.* New York: Teachers' College Press.

Cohen, J. (2008). "That's not treating you as a professional': teachers constructing complex professional identities through talk. *Teachers and Teaching*, *14*(2), 79–93.

Cohen, J. L. (2010). Getting recognised: Teachers negotiating professional identities as learners through talk. *Teaching and Teacher Education*, *26*(3), 473–481.

Cohen, L., Manion, L., & Morrison, K. (2007). *Research methods in Education* (6th ed.). London: Routledge.

Coldron, J., & Smith, R. (1999). Active location in teachers' construction of their professional identities. *Journal of Curriculum Studies*, *31*(6), 711–726.

Colley, H., James, D., & Diment, K. (2007). Unbecoming teachers: towards a more dynamic notion of professional participation. *Journal of Education Policy*, *22*(2), 173–193.

Cooper, K., & Olsen, M. (1996). The multiple "I"s' of teacher identity. In M. Kompf, T. Boak, W. R. Bond, & D. Dworet (Eds.), *Changing research and practice: teachers' professionalism, identities and knowledge*. London: Falmer Press.

Cowie, N. (2011). Emotions that experienced English as a foreign language (EFL) teachers feel about their students, their colleagues and their work. *Teaching and Teacher Education*, *27*(1), 235–242.

Creswell, J. W. (2009). *Research Design*. *Research Design*. Thousand Oaks, California: Sage Publications.

Creswell, J. W. (2007). Five Qualitative Approaches to Inquiry. In *Qualitative Inquiry and Research Design: Choosing among 5 approaches 2* (pp. 53–84).

Crotty M. (1998). *Foundations of social research: meaning and perspective in the research process.* Sydney: Allen and Unwin.

Crotty Michael. (2009). *The Foundations of Social Research*. Thousand Oaks, California: Sage Publications.

Darby, A. (2008). Teachers' emotions in the reconstruction of professional self-understanding. *Teaching and Teacher Education*, *24*(5), 1160–1172.

Davies, S., & Guppy, N. (1997). Globalisation and Educational Reforms in Anglo-American Democracies. *Comparative Education Review*, *41*(4), 435–459.

Day, C. (2002). School reform and transitions in teacher professionalism and identity. *International Journal of Educational Research*, *37*(8), 677–692.

Day, C. (2007). School Reform and Transitions in Teacher Professionalism and Identity. In T. Townsend & R. Bates (Eds.), *Handbook of Teacher Education* (1st ed., pp. 597–612). Dordrecht: Springer.

Day, C., & Kington, A. (2008). Identity, well-being and effectiveness: the emotional contexts of teaching. *Pedagogy, Culture & Society*, *16*(1), 7–23.

Day, C., Kington, A., Stobart, G., & Sammons, P. (2006). The personal and professional selves of teachers: stable and unstable identities. *British Educational Research Journal*, *32*(4), 601–616.

Day, C., & Leitch, R. (2001). Teachers' and teacher educators' lives: the role of emotion. *Teaching and Teacher Education*, *17*(4), 403–415.

Day, C., & Smethem, L. (2009). The effects of reform: Have teachers really lost their sense of professionalism? *Journal of Educational Change*, *10*, 141–157.

Denzin, N. K. (2009). The elephant in the living room: or extending the conversation about the politics of evidence. *Qualitative Research*, *9*(2), 139–160.

Denzin, N. K., & Lincoln, Y. S. (2000). *Handbook of Qualitative Research* (2nd ed.). Thousand Oaks, California: Sage Publications.

Devers, K. J., & Frankel, R. M. (2000). Study Design in Qualitative Research 2: Sampling and Data Collection Strategies. *Education for Health*, *13*(2), 263–271.

Devos, A. (2010). New teachers, mentoring and the discursive formation of professional identity. *Teaching and Teacher Education*, *26*(5), 1219–1223.

DiCicco-Bloom, B., & Crabtree, B. F. (2006). The qualitative research interview. *Medical Education*, *40*(4), 314–21.

Dillabough, J. A. (1999). Gender Politics and Conceptions of the Modern Teacher: Women, identity and professionalism. *British Journal of Sociology of Education*, *20*(3), 373–394.

Easthope, C., & Easthope, G. (2000). Intensification , Extension and Complexity of Teachers' Workload. *British Journal of Sociology of Education*, *21*(1), 43–58.

Egbert, J., & Sanden, S. (2013). *Foundations of Education Research: Understanding Theoretical Components*. New York, London: Routledge.

Elkins, T., & Elliott, J. (2004). Competition and control: the impact of government regulation on teaching and learning in English schools. *Research Papers in Education*, *19*(1), 15–30.

Enyedy, N., Goldberg, J., & Muir, K. (2005). Complex Dilemmas of Identity and Practice. *Science Education*, *21*(6), 68–93.

Erikson, E. (1968). *Identity: Youth and Crisis*. New York: Norton.

Ernest, P. (1994). *An Introduction to Research Methodology and Paradigms*. RSU, School of Education: University of Exeter.

Eteläpelto, A., Vähäsantanen, K., Hökkä, P., & Paloniemi, S. (2013). What is agency ? Conceptualizing professional agency at work. *Educational Research Review*, *10*(December), 44–65.

Evers, W. J. G., Brouwers, A., & Tomic, W. (2002). Burnout and self-efficacy: a study on teachers' beliefs when implementing an innovative educational system in the Netherlands. *The British Journal of Educational Psychology*, *72*, 227–43.

Fetterman, D. (1989). *Ethnography: Step-by-step*. Thousand Oaks: Sage Publications.

Fetterman, D. (1982). Ethnography in educational research: The dynamics of diffusion. *Educational Researcher*, *11*(3), 17–29.

Fina, A. De. (2006). Discourse and Identity. In A. De Fina, D. Schiffrin, & M. Bamberg (Eds.), *Discourse and Identity* (pp. 263–282). Cambridge: Blackwell.

Findlow, S. (2006). Higher education and linguistic dualism in the Arab Gulf. *British Journal of Sociology of Education*, *27*(1), 19–36.

Fink, D. (2003). The law of unintended consequences: the "real" cost of top-down reform. *Journal of Educational Change*, *4*(2), 105–128.

Finlay, L. (2009). Debating Phenomenological Research Methods. In W. Roth, N. Friesen, C. Henrikkson, & T. Saevi (Eds.), *Hermeneutic Phenomenology in Education: Method And Practice* (pp. 15–37). Rotterdam: Sense Publishers.

Fisher, G. a., & Chon, K. K. (1989). Durkheim and the Social Construction of Emotions. *Social Psychology Quarterly*, *52*(1), 1–9.

Flores, M. A., & Day, C. (2006). Contexts which shape and reshape new teachers identities: A multi-perspective study. *Teaching and Teacher Education*, *22*(2), 219–232.

Fontana, A., & Frey, J. (2005). The interview: from neutral stance to political involvement. In N. Denzin & Y. Lincoln (Eds.), *The Sage Handbook of Qualitative Research* (3rd ed., pp. 695–727). Thousand Oaks, California: Sage Publications.

Fox, W. H. (2007). *The United Arab Emirates: Policy Choices Shaping the Future of Public Higher Education*. Berkeley, California.

Franzak, J. K. (2002). Developing a teacher identity : The impact of critical friends practice on the student teacher. *English Education*, *34*(4), 258–280.

Fullan, M. (1993). *Change Forces: Probing the Depths of Educational Reform*. London: Falmer Press.

Fullan, M. (2003). *Change Forces with a Vengeance*. London: Falmer Press.

Furlong, J., Barton, L., Miles, S., Whiting, C., & Whitty, G. (2000). *Teacher education in transition: Re-forming professionalism ?* (H. Hagger & D. McIntyre, Eds.) *Developing Teacher Education*. Buckingham: OUP.

Gage, N. L. (1989). The Paradigm Wars and Their Aftermath: A "Historical" Sketch of Research on Teaching since 1989. *Educational Researcher*, *18*(7), 4–10.

Gee, J. P. (2001). Identity as an analytic lens for research in education. *American Educational Research Association*, *25*(1), 99–125.

Geijsel, F., & Meijers, F. (2005). Identity learning: the core process of educational change. *Educational Studies*, *31*(4), 419–430.

Gergen, K. J. (1985). The Social Constructionist Movement in Modern Psychology. *American Psychologist*, *40*(3), 266–275.

Gergen, M., & Gergen, K. J. (2003). Knowledge as Socially Constructed. In *Social Construction: A Reader* (First, pp. 15–17). London: Sage Publications.

Ghanizadeh, A., & Moafian, F. (2010). The role of EFL teachers' emotional intelligence in their success. *ELT Journal*, *64*(4), 424–435.

Giddens, A. (1991). *Modernity and Self Identity*. California: Cambridge University Press.

Gitlin, A., & Margonis, F. (1995). The Political Aspect of Reform: Teacher Resistance as Good Sense. *American Journal of Education*, *103*(4), 377–405.

Glatter, R., & Young, S. (2012, November). Has school autonomy and accountability changed 40 years on. *The Guardian*. London. Retrieved from http://www.guardian.co.uk/teacher-network/2012/nov/13/schools-autonomy-accountability-spotlight

Gleason, P. (1983). Identifying Identity: A Semantic History. *The Journal of American History*, *69*(4), 910–931.

Goodson, I. F. (2001). Social Histories of Educational Change. *Journal of Educational Change*, *2*(1981), 45–63.

Gratch, A. (2000). Becoming Teacher: Student teaching as identity construction. *Teaching Education*, *11*(1), 119–126.

Gray, D. E. (2014). *Doing research in the real world*. Los Angeles: Sage Publications.

Grimmett, P. P., Fleming, R., & Trotter, L. (2009). Legitimacy and identity in teacher education: a micro-political struggle constrained by macro-political pressures. *Asia-Pacific Journal of Teacher Education*, *37*(1), 5–26.

Gronn, P. (2003). Leadership's place in a community of practice. In M. Brundrett, N. Burton, & R. Smith (Eds.), *Leadership in Education* (pp. 23–35). London: Sage Publications.

Guba, E., & Lincoln, Y. S. (1989). *Fourth Generation Evaluation*. Newbury Park, CA: Sage.

Hall, D., Gunter, H., & Bragg, J. (2012). Leadership, New Public Management and the re-modelling and regulation of teacher identities. *International Journal of Leadership in Education: Theory and Practice*, *16*(2), 1–18.

Hall, S. (2000). Who needs "identity"? In P. Gay, J. Evans, & P. Redman (Eds.), *Identity: A Reader* (pp. 15–30). Thousand Oaks, California: Sage.

Hallman, H. L. (2007). Negotiating Teacher Identity: Exploring the Use of Electronic Teaching Portfolios With Preservice English Teachers. *Journal of Adolescent & Adult Literacy*, *50*(6), 474–485.

Halpin, D., Dickson, M., Power, S., Whitty, G., & Gewirtz, S. (2004). Curriculum innovation within an evaluative state : issues of risk and regulation. *The Curriculum Journal*, *15*(3), 197–206.

Handley, K., Sturdy, A., Fincham, R., & Clark, T. (2006). Within and Beyond Communities of Practice: Making Sense of Learning Through Participation, Identity and Practice. *Journal of Management Studies*, *43*(3), 641–653.

Hargreaves, A. (1994). *Changing Teachers, Changing Times*. London: Falmer Press.

Hargreaves, A., Lieberman, A., Fullan, M., & Hopkins, D. (Eds.). (2010). *Second International Handbook of Educational Change*. London: Springer.

Hargreaves, A. (2001). Emotional Geographies of Teaching. *Teachers College Record*, *103*(6), 1056–1080.

Hargreaves, A. (1998). The emotional practice of teaching. *Teaching and Teacher Education*, *14*(8), 835–854.

Hargreaves, A. (1998). The emotional politics of teaching and teacher development: with implications for educational leadership. *International Journal of Leadership in Education: Theory and Practice*, *1*(4), 315–336.

Hargreaves, A. (2004). Inclusive and exclusive educational change: emotional responses of teachers and implications for leadership. *School Leadership & Management*, *24*(3), 287–309.

Hargreaves, A., & Goodson, I. (2006). Educational Change Over Time? The Sustainability and Nonsustainability of Three Decades of Secondary School Change and Continuity. *Educational Administration Quarterly*, *42*(3), 3–41.

Harris, A. (2011). Reforming systems: Realizing the Fourth Way. *Journal of Educational Change*, *12*(2), 159–171.

Hebson, G., Earnshaw, J., & Marchington, L. (2007). Too emotional to be capable? The changing nature of emotion work in definitions of "capable teaching." *Journal of Education Policy*, *22*(6), 675–694.

Henrikkson, C., & Friesen, N. (2012). Introduction. In W. Roth, N. Friesen, C. Henrikkson, & T. Saevi (Eds.), *Hermeneutic Phenomenology in Education: Method And Practice* (pp. 1–16). Rotterdam: Sense Publishers.

Hirst, E., & Vadeboncoeur, J. a. (2006). Patrolling the Borders of Otherness: Dis/placed Identity Positions for Teachers and Students in Schooled Spaces. *Mind, Culture, and Activity*, *13*(3), 205–227.

Hoban, G. (2002). *Teacher Learning for Educational change: a systems thinking approach*. Buckingham: Open University Press.

Hochschild A. R. (1983). *The Managed Heart: commercialisation of human feeling*. Berkeley, California: University of California Press.

Hodder, I. (2003). The interpretation of Documents and Material Culture. In N. K. Denzin & Y. S. Lincoln (Eds.), *Collecting and Interpreting Qualitative Materials* (Second, pp. 155–175). Thousand Oaks, California: Sage Publications.

Hodgen, J., & Askew, M. (2007). Emotion, identity and teacher learning: becoming a primary mathematics teacher. *Oxford Review of Education*, *33*(4), 469–487.

Hodges, D. C. (1998). Participation as Dis-Identification With/in a Community of Practice. *Mind, Culture, and Activity*, *5*(4), 272–290.

Hodkinson, H., & Hodkinson, P. (2004). Rethinking the concept of community of practice in relation to schoolteachers ' workplace learning. *International Journal of Training and Development*, *8*(1), 21–32.

Hodkinson, P., & Hodkinson, H. (2004). The significance of individuals' dispositions in workplace learning: a case study of two teachers. *Journal of Education and Work*, *17*(2), 167–182.

Hoffman, L. (1990). Constructing Realities: An Art of Lenses. *Family Process*, *29*(1), 1–12.

Holliday, A. (2007). *Doing and Writing Qualitative Research*. London: Sage Publications.

Holstein, J. A., & Gubrium, J. F. (1997). Active interviewing. In *Qualitative Research: theory, method and practice* (pp. 113–129). London: Sage Publications.

Horn, R. A. (2002). *Understanding Educational Reform: A Reference Handbook*. Santa Barbara, Califoria: ABC Clio.

Howard, J. A. (2000). Social Psychology of Identities. *Annual Review of Sociology*, *26*(1), 367–93.

Howe, K. R., & Moses, M. S. (1999). Chapter 2: Ethics in Educational Research. *Review of Research in Education*, *24*(1), 21–59.

Hughes, J., Jewson, N., & Unwin, L. (2007). Communities of Practice: a contested concept in flux. In *Communities of Practice, Critical Perspectives* (p. 1). Oxon: Routledge.

Illeris K. (2009). A comprehensive understanding of human learning. In *Contemporary Theories of Learning* (pp. 7–20). London: Routledge.

Izadinia, M. (2013). A review of research on student teachers ' professional identity. *British Educational Research Journal*, *39*(4), 694–713.

Jeffrey, B., & Woods, P. (1996). Feeling deprofessionalised: The social construction of emotions during an OFSTED inspection. *Cambridge Journal of Education*, *26*(3), 325–343.

Jeon, Y.-H. (2004). The application of grounded theory and symbolic interactionism. *Scandinavian Journal of Caring Science*, *18*(4), 249–256.

Jephcote, M., & Salisbury, J. (2009). Further education teachers' accounts of their professional identities. *Teaching and Teacher Education*, *25*(7), 966–972.

Joffe, H. (2012). Thematic Analysis. In D. Harper & A. Thompson (Eds.), *Qualitative Research Methods in Mental Health and Psychotherapy: A Guide for Students and Practitioners* (pp. 209–223). Chichester: Wiley-Blackwell.

Jupp, V. (2006). *The SAGE Dictionary of Social Research Methods*. (V. Jupp, Ed.) (1st). London: Sage Publications.

Kafle, N. P. (2011). Hermeneutic phenomenological research method simplified. *Bodhi: An Interdisciplinary Journal*, *5*(1), 181–200.

Kelchtermans, G. (2009). Who I am in how I teach is the message: self-understanding, vulnerability and reflection. *Teachers and Teaching*, *15*(2), 257–272.

Kelchtermans, G. (2005). Teachers' emotions in educational reforms: Self-understanding, vulnerable commitment and micropolitical literacy. *Teaching and Teacher Education*, *21*(8), 995–1006.

Kelchtermans, G., & Ballet, K. (2002). The micropolitics of teacher induction. A narrative-biographical study on teacher socialisation. *Teaching and Teacher Education*, *18*(1), 105–120.

Keller, M. M., Chang, M. L., Becker, E. S., Goetz, T., & Frenzel, A. C. (2014). Teachers' emotional experiences and exhaustion as predictors of emotional labour in the classroom: an experience sampling study. *Frontiers in Psychology*, *5*, 1442.

Kim, Y. M., & Greene, W. L. (2011). Aligning Professional and Personal Identities : Applying core reflection in teacher education practice. *Studying Teacher Education*, *7*(2), 109–119.

Kimble, C., Hildreth, P., & Wright, P. (2000). Communities of Practice: Going Virtual. In *Knowledge Management and Business Model Innovation* (pp. 220–234). Hershey, Medford, NJ and London: Idea Group Publishing.

Knight, S. (1998). A study of the "lived" experience of change during a period of curriculum and organisational reform in a department of nurse education. *Journal of Advanced Nursing*, *27*(6), 1287–1295.

Koski-Heikkinenn, A., Maatta, K., & Uusiautti, S. (2014). The birth and development of Vocational Education Teachers ' (VET) professional identity. *International Journal of Research Studies in Education*, *3*(5), 446–463.

Kuh, L. P. (2012). Promoting Communities of Practice and Parallel Process in Early Childhood Settings. *Journal of Early Childhood Teacher Education*, *33*(1), 19–37.

Kvale, S. (1996). *Interviews: An introduction to qualitative research interviewing.* Thousand Oaks, California: Sage Publications.

Kvale, S., & Brinkmann, S. (2009). *Interviews*. Los Angeles: Sage Publications.

Lamote, C., & Engels, N. (2010). The development of student teachers' professional identity. *European Journal of Teacher Education*, *33*(1), 3–18.

Lasky, S. (2005). A sociocultural approach to understanding teacher identity, agency and professional vulnerability in a context of secondary school reform. *Teaching and Teacher Education*, *21*(8), 899–916.

Lave, J., & Wenger, E. (1991). *Situated learning: Legitimate peripheral participation*. (R. Pea & J. S. Brown, Eds.) *Learning in doing*. Cambridge University Press.

Laverty, S. M. (2003). Hermeneutic Phenomenology and Phenomenology : A Comparison of Historical and Methodological Considerations. *International Journal of Qualitative Methods*, *2*(3), 21–35.

Law, W. W. (2003). Globalisation as both threat and opportunity for the Hong Kong teaching profession. *Journal of Educational Change*, *4*(2), 149–179.

Lazarus, R. S. (1991). *Emotion and Adaptation*. New York: Oxford University Press.

Lee, J. C. K., & Yin, H. B. (2011). Teachers' emotions and professional identity in curriculum reform: A Chinese perspective. *Journal of Educational Change*, *12*(1), 25–46.

Lee, J. C.-K., Huang, Y. X.-H., Law, E. H.-F., & Wang, M.-H. (2013). Professional identities and emotions of teachers in the context of curriculum reform: a Chinese perspective. *Asia-Pacific Journal of Teacher Education*, *41*(3), 271–287.

Leech, N. L., & Onwuegbuzie, A. J. (2011). Beyond Constant Comparison Qualitative Data Analysis: Using NVivo. *School Psychology Quarterly*, *26*(1), 70–84.

Leedy, P. D., & Ormrod, J. E. (2010). *Practical Research*. Boston: Pearson.

Legard, R., Keegan, J., & Ward, K. (2003). In-depth interviews. *Qualitative Research Practice: A Guide for Social Science Students and Researchers*, *6*(1), 138–169.

Leitch, R. (2006). Limitations of language: developing arts-based creative narrative in stories of teachers' identities. *Teachers and Teaching: Theory and Practice*, *12*(5), 549–569.

Lesser, E., Fontaine, M., & Slusher, J. (2009). *Knowledge and communities.* New York: Routledge.

Lieberman, J. (2009). Reinventing teacher professional norms and identities: the role of lesson study and learning communities. *Professional Development in Education*, *35*(1), 83–99.

Lim, H.-W. (2011). Concept maps of Korean EFL student teachers' autobiographical reflections on their professional identity formation. *Teaching and Teacher Education*, *27*(6), 969–981.

Lipsett, A. (2006). Colleges take first steps to go co-ed. *Times Higher Educational Supplement,* p. 12. London.

Little, J. W. (1996). The emotional contours and career trajectories of (disappointed) reform enthusiasts. *Cambridge Journal of Education*, *26*(3), 345–359.

Liu, Y., & Xu, Y. (2011). Inclusion or exclusion?: A narrative inquiry of a language teacher's identity experience in the "new work order" of competing pedagogies. *Teaching and Teacher Education*, *27*(3), 589–597.

Lucas, N., & Nasta, T. (2010). State regulation and the professionalisation of further education teachers: a comparison with schools and HE. *Journal of Vocational Education & Training*, *62*(4), 441–454.

MacBeath, J. (2008). Stories of Compliance and Subversion in a Prescriptive Policy Environment. *Educational Management Administration & Leadership*, *36*(1), 123–148.

Mackenzie, N., & Knipe, S. (2006). Research dilemmas: Paradigms, methods and methodology. *Issues In Educational Research*, *16*(2), 193–205.

MacLure, M. (1996). Telling transitions: Boundary work in narratives of becoming an action researcher. *British Educational Research Journal*, *22*(3), 273–286.

Macpherson, R., Kachelhoffer, P., & Nemr, M. El. (2007). The Radical Modernisation of School and Education System Leadership in the United Arab Emirates : Towards an Indigenized and Educative. *International Studies in Educational Administration*, *35*(1), 60–77.

Maguire, M., Braun, A., & Ball, S. J. (2015). Where you stand depends on where you sit': the social construction of policy enactments in the (English) secondary school. *Discourse*, *36*(4), 485–499.

Maisuria, A. (2005). The Turbulent Times of Creativity in the National Curriculum. *Policy Futures in Education*, *3*(2), 141–152.

Marcia, J. E. (1980). Identity in Adolescence. In J. Adelson (Ed.), *Handbook of Adolescent Psychology* (pp. 109–137). New York: Wiley.

Maslach, C., Jackson, S. E., & Leiter, M. P. (1996). *Maslach Burnout Inventory* (3rd ed.). Palo Alto, CA: Consulting Psychologists Press.

Maycult, P., & Morehouse, R. (1994). *Beginning Qualitative Research, A Philosophic and Practical Guide,*. London: Falmer.

McLafferty, E., & Farley, A. (2006). Analysing qualitative research data using computer software. *Nursing Times*, *102*(24), 34–36.

Mcness, E., Broadfoot, P., & Osborn, M. (2003). Is the effective compromising the affective ? *British Educational Research Journal Research Journal*, *29*(2), 243–257.

Meijers, F. (2003). Career learning in a changing world : The role of emotions. *International Journal for the Advancement of Counselling*, *24*(3), 149–167.

Mercer, J. (2007). The challenges of insider research in educational institutions: wielding a double-edged sword and resolving delicate dilemmas. *Oxford Review of Education*, *33*(1), 1–17.

Merriam, S. B., Johnson-Bailey, J., Lee, M.-Y., Kee, Y., Ntseane, G., & Muhamad, M. (2010). Power and positionality : negotiating insider/outsider status within and across cultures. *International Journal of Lifelong Education*, *20*(5), 405–416.

Merton, R. K., Fiske, M., & Kendall, P. (1990). *The focused interview: A manual of problems and procedures*. New York: The Free Press.

Moafian, F., & Ghanizadeh, A. (2009). The relationship between Iranian EFL teachers' emotional intelligence and their self-efficacy in Language Institutes. *Science Direct*, *37*(4), 708–718.

Mok, J. K. H., & Lee, M. H. H. (2003). Globalisation or Glocalisation? Higher Education Reforms in Singapore. *Asia Pacific Journal of Education*, *23*(1), 15–42.

Moore, A., Edwards, G., Halpin, D., & George, R. (2002). Compliance, Resistance and Pragmatism : the (re)construction of schoolteacher identities in a period of intensive educational reform. *British Educational Research Journal*, *28*(4), 551–565.

Moustakas, C. (1994). Human Science Perspectives and Models. In *Phenomenological research methods* (pp. 1–25). Thousand Oaks: Sage Publications.

N.A. (2017). Population and demographic mix. Retrieved July 2, 2015, from https://government.ae/en/information-and-services/social-affairs/preserving-the-emirati-national-identity/population-and-demographic-mix

N.A. (2016). Emiratisation in Abu Dhabi. Retrieved June 20, 2017, from https://www.abudhabi.ae/portal/public/en/citizens/benefits-for-nationals/employment-and-work/emiratisation-in-abu-dhabi

Näring, G., Briët, M., & Brouwers, A. (2006). Beyond demand–control: Emotional labour and symptoms of burnout in teachers. *Work & Stress*, *20*(4), 303–315.

Neuman, W. (1997). *Social research Methods: Qualitative and Quantitative Approaches*. Boston MA: Allyn and Bacon.

Ng, P. T., & Tan, C. (2009). Community of practice for teachers: sensemaking or critical reflective learning? *Reflective Practice*, *10*(1), 37–44.

Nias, J. (1996). Thinking about Feeling: the emotions in teaching . *Cambridge Journal of Education*, *26*(3), 293–306.

O'Connor, K. E. (2008). "You choose to care": Teachers, emotions and professional identity. *Teaching and Teacher Education*, *24*(1), 117–126.

Ozkan, B. C. (2004). Using NVivo to Analyze Qualitative Classroom Data on Constructivist Learning Environments. *The Qualitative Report*, *9*(4), 589–603.

Parrott, W. G. (2001). *Emotions in Social Psychology: Essential Readings*. Psychology Press.

Plutchik, R. (1980). *Emotion: Theory, research, and experience: Vol. 1. Theories of emotion, 1.* New York: Academic.

Pring, R. (2000). *Philosophy of Educational Research*. London: Continuum.

Punch, K. (2009). *Introduction to Research Methods in Education* (1st). London: Sage Publications.

Randle, K., & Brady, N. (1997). Managerialism and professionalism in the " cinderella service ." *Journal of Vocational Education and Training*, *49*(1), 121–139.

Rapley, T. J. (2001). The art(fulness) of open-ended interviewing: some considerations on analysing interviews. *Qualitative Research*, *1*(3), 303–323.

Reio, T. G. (2005). Emotions as a lens to explore teacher identity and change: A commentary. *Teaching and Teacher Education*, *21*(8), 985–993.

Richards, K. (2003). *Qualitative Enquiry in TESOL*. Basingstoke: Palgrave Macmillan.

Rodgers, C. R., & Scott, K. H. (2008). The development of the personal self and professional identity in learning to teach. In M. Cochran-Smith, S. Feiman-Nemser, D. J. McIntyre, & D. K. E (Eds.), *Handbook of research on teacher education: Enduring questions in changing contexts* (3rd ed., pp. 732–755). New York: Routledge.

Rosenthal, L. (2004). Do school inspections improve school quality? Ofsted inspections and school examination results in the UK. *Economics of Education Review*, *23*(2), 143–151.

Ryan, S. (2006). Language Learning Motivation within the Context of Globalisation : An L2 Self within an Imagined Global Community. *Critical Inquiry in Language Studies*, *3*(1), 23–45.

Ryder, J., & Banner, I. (2013). School Teachers' Experiences of Science Curriculum Reform. *International Journal of Science Education*, *35*(3), 490–514.

Sachs, J. (2001). Teacher professional identity: competing discourses, competing outcomes. *Journal of Education Policy*, *16*(2), 149–161.

Sachs, J. (2003). Teacher professional standards: controlling or developing teaching? *Teachers and Teaching: Theory and Practice*, *9*(2), 175–186.

Saunders, R. (2013). The role of teacher emotions in change: Experiences, patterns and implications for professional development. *Journal of Educational Change*, *14*(3), 303–333.

Schmidt, M., & Datnow, A. (2005). Teachers' sense-making about comprehensive school reform: The influence of emotions. *Teaching and Teacher Education*, *21*(8), 949–965.

Schutz, P. A. (2014). Inquiry on Teachers' Emotion. *Educational Psychologist*, *49*(1), 1–12.

Schutz, P. A., Hong, J. Y., Cross, D. I., & Osborn, J. N. (2006). Reflections on Investigating Emotion in Educational Activity Settings. *Educational Psychology Review*, *18*(4), 343–360.

Seidman, I. (2006). *Interviewing as Qualitative Research* (3rd ed.). New York: Teachers College Press.

Sfard, A., & Prusak, A. (2005). Telling Identities: In Search of an Analytic Tool for Investigating Learning as a Culturally Shaped Activity. *Educational Researcher*, *34*(4), 14–22.

Shacklock, G. (1998). Professionalism and Intensification in Teaching : a case study of "care" in teachers ' work. *Asia-Pacific Journal of Education*, *26*(3), 177–189.

Shain, F., & Gleeson, D. (1999). Under new management: changing conceptions of teacher professionalism and policy in the further education sector. *Journal of Education Policy*, *14*(4), 445–462.

Shapiro, S. (2010). Revisiting the teachers' lounge: Reflections on emotional experience and teacher identity. *Teaching and Teacher Education*, *26*(3), 616–621.

Silverman, D. (2003). *Interpreting Qualitative Data: Methods for Analyzing Talk, Text and Interaction*. London: Sage Publications.

Silverman, D. (2000). *Doing Qualitative Research*. London: Sage.

Smith, C. A., & Lazarus, R. S. (1991). Emotion and Adaptation. In L. A. Pervin (Ed.), *Handbook of Personality: Theory and Research* (pp. 609–637). New York: Oxford University Press.

Smith, J. A, & Osborn, M. (2008). Interpretative phenomenological analysis. In J. Smith (Ed.), *Qualitative Psychology: A Practical Guide to Research Methods* (pp. 54–80). Sage Publications.

Smith, R. G. (2007). Developing professional identities and knowledge: becoming primary teachers. *Teachers and Teaching: Theory and Practice*, *13*(4), 377–397.

Sokefeld, M. (2001). Reconsidering Identity. *Anthropos*, *96*(2), 527–544.

Stevenson, H., & Wood, P. (2013). Markets, managerialism and teachers' work: the invisible hand of high stakes testing in England. *The International Education Journal: Comparative Perspectives*, *12*(2), 42–61.

Stronach, I., Corbin, B., McNamara, O., Stark, S., & Warne, T. (2002). Towards an uncertain politics of professionalism: teacher and nurse identities in flux. *Journal of Education Policy*, *17*(1), 109–138.

Sugrue, C. (1997). Student Teachers' Lay Theories and Teaching Identities: their implications for professional development. *European Journal of Teacher Education*, *20*(3), 213–225.

Sugrue, C., & Furlong, C. (2002). The cosmologies of Irish primary principals' identities: between the modern and the postmodern? *International Journal of Leadership in Education: Theory and Practice*, *5*(3), 189–210.

Sullivan, L. E. (Ed.). (2009). *The SAGE Glossary of the Social and Behavioural Sciences*. Thousand Oaks, California: Sage Publications.

Sutherland, L., Howard, S., & Markauskaite, L. (2010). Professional identity creation: Examining the development of beginning preservice teachers' understanding of their work as teachers. *Teaching and Teacher Education*, *26*(3), 455–465.

Sutton, R. E., & Wheatley, K. F. (2003). Teachers' Emotion and Teaching: A Review of the Literature and Directions for Future Research. *Educational Psychology Review*, *15*(4), 327–358.

Taylor, J. (2011). The intimate insider: negotiating the ethics of friendship when doing insider research. *Qualitative Research*, *11*(1), 3–22.

Thomas, R., & Linstead, A. (2002). Losing the Plot? Middle Managers and Identity. *Organisation*, *9*(1), 71–93.

Toohey, K. (2015). "Breaking Them Up, Taking Them Away": ESL Students in Grade 1. *TESOL Quarterly*, *32*(1), 61–84.

Toom, A., Pyhältö, K., & Rust, F. O. C. (2015). Teachers ' professional agency in contradictory times. *Teachers and Teaching: Theory and Practice*, *21*(6),

Trent, J. (2011). "Four years on, I'm ready to teach': teacher education and the construction of teacher identities. *Teachers and Teaching: Theory and Practice*, *17*(5), 529–543.

Troman, G., & Woods, P. (2000). Careers under stress: teacher adaptations at a time of intensive reform. *Journal of Educational Change*, *1*(3), 253–275.

Troudi, S., & Alwan, F. (2010). Teachers' feelings during curriculum change in the United Arab Emirates: opening Pandora's box. *Teacher Development*, *14*(1), 107–121.

Tsui, A. B. M. (2007). Complexities of Identity Formation : A Narrative Inquiry of an EFL Teacher. *TESOL Quarterly*, *41*(4), 657–680.

Vähäsantanen, K. (2015). Professional agency in the stream of change: Understanding educational change and teachers' professional identities. *Teaching and Teacher Education*, *47*, 1–12.

Vähäsantanen, K., & Eteläpelto, A. (2009). Vocational teachers in the face of a major educational reform: individual ways of negotiating professional identities. *Journal of Education and Work*, *22*(1), 15–33.

van der Heijden, H. R. M. A., Geldens, J. J. M., Beijaard, D., & Popeijus, H. L. (2015). Characteristics of teachers as change agents. *Teachers and Teaching: Theory and Practice*, *21*(6), 681–699.

van Manen, M. (1984). Practicing Phenomenological Writing. *Phenomenology and Pedagogy*, *2*(1), 36–69.

van Manen, M. (1990). *Researching Lived Experience: Human Science for an Action Sensitive Pedagogy*. New York: Suny Series. Philosophy of Education.

van Manen, M. (1998). Different strokes: Qualitative research in the Administrative Science Quarterly from 1956 to 1996. In Van Maanen (Ed.), *Qualitative studies of organi- zations: The Administrative Science Quarterly series in organisation theory and behavior*. Thousand Oaks, California: Sage Publications.

van Manen, M. (2007). Phenomenology of Practice. *Phenomenology & Practice*, *1*(1), 12–28.

van Veen, K., & Lasky, S. (2005). Emotions as a lens to explore teacher identity and change: Different theoretical approaches. *Teaching and Teacher Education*, *21*(8), 895–898.

Van Veen, K., & Sleegers, P. (2006). How does it feel? Teachers' emotions in a context of change. *Journal of Curriculum Studies*, *38*(1), 85–111.

van Veen, K., Sleegers, P., & van de Ven, P.-H. (2005). One teacher's identity, emotions, and commitment to change: A case study into the cognitive–affective processes of a secondary school teacher in the context of reforms. *Teaching and Teacher Education*, *21*(8), 917–934.

Varghese, M., Morgan, B., Johnston, B., & Johnson, K. A. (2005). Theorizing Language Teacher Identity : Three Perspectives and Beyond. *Journal of Language, Identity and Education*, *4*(1), 21–44.

Vickers, M. H. (2002). Researchers as Storytellers: Writing on the Edge-And Without a Safety Net. *Qualitative Inquiry*, *8*(5), 608–621.

Walford, G. (2001). *Doing Qualitative Educational Research*. London: Bloomsbury.

Walkington, J. (2005). Becoming a teacher: encouraging development of teacher identity through reflective practice. *Asia-Pacific Journal of Teacher Education*, *33*(1), 53–64.

Waters, P., & Delahunty, J. (2013). Abu Dhabi Men's College Independent Learning Centre: Reflections on 10 years of innovation. *UAE Journal of Educational Technology and eLearning*, *4*(29), 29–34.

Watson, C. (2006). Narratives of practice and the construction of identity in teaching. *Teachers and Teaching: Theory and Practice*, *12*(5), 509–526.

Wenger, E., McDermott, R. A., & Snyder, W. (2002). *Cultivating communities of practice: A guide to managing knowledge.* Cambridge, Massachusetts: Harvard Business press.

Wenger, E. (1998). *Communities of Practice: Learning, Meaning, and Identity*. (R. Pea, J. S. Brown, & J. Hawkins, Eds.)*Learning in Doing* (Vol. 15). Cambridge: Cambridge University Press.

White, E. (2013). Exploring the professional development needs of new teacher educators situated solely in school: pedagogical knowledge and professional identity. *Professional Development in Education*, *39*(1), 82–98.

Wilkins, C. (2011). Professionalism and the post-performative teacher: new teachers reflect on autonomy and accountability in the English school system. *Professional Development in Education*, *37*(3), 389–409.

Wilkins, C., Busher, H., Kakos, M., & Smith, J. (2012). Crossing borders: new teachers co- constructing professional identity in performative times. *Professional Development in Education*, *38*(1), 65–77.

Wilkins, S. (2010). Higher education in the United Arab Emirates : an analysis of the outcomes of significant increases in supply and competition. *Journal of Higher Education Policy*, *32*(4), 389–400.

Willis, J. W. (2007). *Foundations of Qualitative Research: Interpretive and critical approaches*. Thousand Oaks: Sage Publications.

Willis, P. (2004). From 'The Things Themselves' to a 'Feeling of Understanding': Finding Different Voices in Phenomenological Research. *Indo-Pacific Journal of Phenomenology*, *4*(1), 1–13.

Wilson, E., & Deaney, R. (2010). Changing career and changing identity: how do teacher career changers exercise agency in identity construction? *Social Psychology of Education*, *13*(2), 169–183.

Woodgate-Jones, A. (2012). The student teacher and the school community of practice: an exploration of the contribution of the legitimate peripheral participant. *Educational Review*, *64*(2), 145–160.

Woods, P., & Jeffrey, B. (2002). The reconstruction of primary teachers' identities. *British Journal of Sociology of Education*, *23*(1), 89–106.

Young, R. A., & Collin, A. (2004). Introduction: Constructivism and social constructionism in the career field. *Journal of Vocational Behaviour*, *64*(3), 373–388.

Zahlan, R. S. (1978). *The Origins of the United Arab Emirates*. New York: St Martin's Press.

Zembylas, M. (2003a). Discursive practices, genealogies, and emotional rules: A poststructuralist view on emotion and identity in teaching. *Teaching and Teacher Education*, *21*(8), 935–948.

Zembylas, M. (2003b). Emotions and Teacher Identity: a poststructural perspective. *Teachers and Teaching: Theory and Practice*, *9*(3), 213–238.

Zembylas, M. (2003c). Caring for Teacher Emotion: Reflections on Teacher Self-Development. *Studies in Philosophy and Education*, *22*(2), 103–125.

Zembylas, M. (2003d). Interrogating 'Teacher Identity': Emotion, Resistance and Self-Formation. *Educational Theory*, *53*(1), 107–127.

Zembylas, M. (2004). The emotional characteristics of teaching: an ethnographic study of one teacher. *Teaching and Teacher Education*, *20*(2), 185–201.

Zembylas, M., & Barker, H. B. (2007). Teachers' spaces for coping with change in the context of a reform effort. *Journal of Educational Change*, *8*(3), 235–256.

Zhang, Q., & Zhu, W. (2008). Exploring Emotion in Teaching: Emotional Labour, Burnout, and Satisfaction in Chinese Higher Education. *Communication Education*, *57*(1), 105–122.